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ABSTRACT

This four-part faculty handbook provides information on Vista College (VC), a community college without a traditional campus; its administrative procedures and resources; and on various aspects of instruction. Following introductory material, Section I provides background information about VC, including college objectives, student characteristics and goals, faculty characteristics, facilities and programs, and community participation. Section II outlines administrative procedures, regarding, for example, registration, class size, attendance, grading, and instructor evaluation. Resources and services are examined in Section III, which covers: (1) teaching resources for faculty (i.e., teaching/learning consultants; a faculty journal; seminars, workshops, and papers; a professional resource library; and faculty support groups); (2) instructional support services, such as audiovisual, printing, and duplicating services; supplies; and course publicity; and (3) student counseling services, including individual and class-site, group counseling and programs for the disabled. The final section presents articles on teaching at non-campus colleges. Topics covered include general teaching tips, adult learners, course outlines and overviews (with examples), first-class meetings, assessment procedures, course development, and community classrooms. Also included are a glossary, bibliography, and articles on theory and practice from the VC faculty journal. (KL)

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# VISTA COLLEGE

ED211132

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JC 810 531

## FACULTY HANDBOOK 1981-1982

Jul 2

NOTE: The information in this handbook relating to wages and working conditions is taken from the 1980-81 collective bargaining agreement between the Peralta Community College District (PCCD) and the Peralta Federation of Teachers (PFT). In any instance where discrepancies might occur, the bargaining agreement currently in effect takes precedence.

A contract agreement for the 1981-82 academic year was in negotiation as this handbook went to press.

This handbook is partially funded by a grant from the U. S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE).

COVER: Art by Margaret Darrell, age 91, a Vista student in Ed Dron's art class at Our Lady's Home, Oakland.

# Dear Vista Instructor,

You are a key person in an innovative and precedent-setting development in higher education: instructional programming designed for immediate response to the needs of the community, using the community itself as the campus.

This spring Vista received full accreditation from the Western Association of Schools and Colleges. The evaluation team's final report noted, "A remarkable meshing of the college with community agencies and organizations. . .the college is not just close to the community, but is truly of the community," and called Vista College "an institution of academic worth and integrity."

We're very proud of this recognition; much of the credit goes to those of you who have taught here since our founding.

This handbook contains information necessary to make you effective and comfortable in your teaching role. There are four major sections:

- Vista's staff, program and background.
- Administrative procedures: how to deal with the paperwork and other requirements our system needs to function.
- Resources and services available to you and your students.

Last, a section that is new with this edition:

- Short articles and papers on various aspects of the art of teaching, especially within the circumstances of Vista.

Please read through this handbook and keep it for future reference. We hope it will serve you well.

John Holleman

John Holleman
President

VISTA COLLEGE
1981-82
ACADEMIC CALENDAR

FALL SEMESTER

| | | |
|---|---|---|
| September 9 | W | Instruction Begins |
| September 12 | S | Saturday Classes Begin* |
| September 28 | M | First Census - Attendance Reporting |
| October 3 | S | Last Day to Drop Without "W" Appearing on Transcript |
| November 11 | W | Holiday - Veterans' Day |
| November 16 | M | Second Census Week - Attendance Reporting |
| November 26-27 | Th-F | Thanksgiving Holiday |
| November 28 | S | Saturday Classes Do Not Meet |
| December 19-January 3 | S-Sn | Winter Recess - Christmas Holiday |
| January 4 | M | Classes Resume Following Winter Recess |
| January 15 | F | Holiday - Observation of Martin Luther King's Birthday |
| January 23 | S | Saturday Classes End |
| January 25-29 | M-F | Final Examination Week |
| January 29 | F | Fall Semester Ends |
| January 29 | F | ALL GRADES DUES IN REGISTRAR'S OFFICE |
| January 30-31 | S-Sn | Mid-Year Recess |

*Saturday classes begin September 12 and meet every Saturday except November 28, December 19, December 26 and January 2. Saturday classes end on January 23, 1982.

SPRING SEMESTER

| | | |
|---|---|---|
| February 1 | M | Instruction Begins |
| February 6 | S | Saturday Classes Begin* |
| February 12 | F | Holiday - Observance of Lincoln's Birthday |
| February 15 | M | Holiday - Observance of Washington's Birthday |
| February 22 | M | First Census Week - Attendance Reporting |
| February 27 | S | Last Day to Drop Without "W" Appearing on Transcript |
| April 5-9 | M-F | Spring Recess |
| April 10 | S | Saturday Classes Do Not Meet |
| April 12 | M | Second Census Week - Attendance Reporting |
| May 19 | W | Holiday - Observance of Malcolm X's Birthday |
| May 29 | S | Saturday Classes Do Not Meet |
| May 31 | M | Holiday - Memorial Day |
| June 5 | S | Saturday Classes End |
| June 7-11 | M-F | Final Examination Week |
| June 11 | F | Spring Semester Ends |
| June 11 | F | ALL GRADES DUES IN REGISTRAR'S OFFICE |

*Saturday classes begin February 6 and meet every Saturday except April 10 and May 29. Saturday classes end on June 5, 1982.

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# Vista College

**A Peralta College**

## 2020 Milvia Street, Berkeley, California 94704
## (415) 841-8431

## Hours: 8 am-9 pm Mon.-Thurs., Fri. until 5 pm

### Program Staff

John Holleman ..... President
Leonard Down ..... Business Officer
..... Dean
Instructional Development and Services
Benjamin Yerger ..... Dean
Student and Community Services
Marcos Contreras ..... Coordinator of Instruction, Energy/Environmental Tech., Disabled Student Services
Ione Elioff ..... Coordinator of Instruction, Human Services
Felix Elizalde ..... Coordinator of Instruction, Media College
Santiago Wood ..... Coordinator of Instruction, Business and Supervision
Kathleen Amirdash ..... Registrar
Estar Baur ..... Librarian
Mark Greenside ..... Consultant Older Adults
Claire Barankin ..... Program Planner, General Education, ESL
Ann MacDonald ..... Program Planner, General Education, Basic Skills
Michael Mills ..... Program Planner, Energy/Environmental Tech.
Peggy DeCoursey ..... Consultant, Gerontology/CE
Jenifer Peale ..... Consultant, Human Services
Richard Bidleman ..... Instructor, Business, Data Processing, Supervision
Steve Schneider ..... Instructor, Business, Real Estate, Supervision
Lloyd Moffatt ..... Educational/Career Counselor
Ronald Moore ..... Educational/Career Counselor
Patricia Russ ..... Educational/Career Counselor
Beverly Hammer ..... Counselor/Enabler for Disabled Students
Maureen Knightly ..... Vocational Assessment/Career Planning Specialist
David Hans ..... Director, Handicapped Occupational Program
Lynn Whitmore ..... Project Planner,

### Support Staff

Clydenia Austin ..... Telephone Operator, Receptionist
Alice Carlstrom ..... Secretary to the Dean of Instruction
Barbara Chin ..... Secretary to the President
LaNetta Cook ..... Budget and Requisition Clerk
Barbara Farlough ..... Typist Clerk, Office of Instruction
Alberta Firth ..... Staff Assistant, Human Services
Juanita Garcia ..... Admissions and Records Clerk
Beth Hackenbruch ..... Staff Assistant, Media College
Carol Hanson .... Public Information Assistant
Bernice Hardge ..... Admissions and Records Clerk
Alexis Jabson ..... Typist Clerk, Office of Instruction
Marline Jennings ..... Typist Clerk, President's Office
Nettie Johnson ..... Staff Assistant, Office of Instruction
Don Kennedy ..... Duplicating Services Technician
Davis Krauter ..... Graphic Artist
Marian Lee ..... Typist Clerk, Subpart 3 Project
Barbara Peck ..... Staff Assistant, Office of Instruction
Kathryn Silvers ..... Staff Assistant, General Education
Mildred Stewart ..... Instructional Assistant, Disabled Students
Dorothy Turk ..... Staff Assistant, Business
Kathryn Waddell ..... Admissions Supervisor

## Peralta District Downtown Oakland Business Education Center

**1440 Broadway, 2nd Floor**
**Oakland 94612 • Telephone 834-9981**
**Hours: 8 a.m.-8 p.m. Monday-Thursday, 8 a.m.-3 p.m. Friday**

Velma Nance ..... Coordinator of Instruction
Pat Gibson ..... Secretary

## Vista Community Education Center

**Spanish Speaking Unity Council Building**
**1900 Fruitvale Avenue, Room 3D**
**Oakland 94601 • Telephone 536-1830**
**Hours: 8 a.m.-5 p.m. Monday-Friday**

Guillermo Zelaya ... Coordinator of Instruction
Henrissa Tuazon ..... Staff Assistant
Adriana Arteaga ..... Secretary

# Directory

| FOR INFORMATION ABOUT | CONTACT | LOCATION AT VISTA COLLEGE 2020 MILVIA ST.) |
|---|---|---|
| **STUDENT SERVICES** | | |
| Student Advising About Education and Work | Lloyd Moffat | Room 203 |
| | Ron Moore | Room 203 |
| Career/Life Planning | Pat Russ | Room 203 |
| Veterans' Benefits, Foreign Students Advising | | Room 203 |
| Financial Aid | Kathy Amirdash | Ground Floor |
| Services for Disabled Students-- Counseling & Support Services | Beverly Hammer | Room 450 |
| **ADMISSIONS AND REGISTRATION** | | |
| Registration, Attendance and Grade Reporting, Transcripts | Kathy Amirdash | Ground Floor |
| | Katie Wadell | Ground Floor |
| | Juanita Carcia | Ground Floor |
| **TEACHING/LEARNING RESOURCES** | | |
| Audio/Visual Services | | Room 206 |
| Duplication of Print Material | Don Kennedy | Ground Floor |
| Textoooks | Marcos Contreras | Room 200 |
| Learning Resources/Professional Library | Estar Baur | Room 203 |
| Consultation on Teaching and Curriculum Issues | Coordinators & Planners | Room 200 |
| FIPSE Faculty Development Project: Workshops and Consultation on Teaching | Ione Elioff | Room 200 |
| | Dick Bagwell | Room 203 |
| **PROGRAM DEVELOPMENT** | | |
| General Business and Commerce, Business, Management and Administration, Transportation, Real Estate, Travel | Santiago Wood | Room 200 |
| General Education, Alternative Course Delivery (Television Newspaper, Audio Tape) | Felix Elizalde | Room 203 |

| FOR INFORMATION ABOUT | CONTACT | LOCATION |
|---|---|---|
| U. C. Program | Ann MacDonald | Room 203 |
| Media College | Beth Hackenbruch | Ground Floor |
| Human Services | Ione Elioff | Room 200 |
| Inservice Training in Health, Mental Health & Education | | |
| Gerontology & Senior Programs | Mark Greenside | Room 203 |
| Continuing Education for Nurses | Alberta Firth | Room 203 |
| Classes for Disabled Students and Those Who Work With the Disabled; Interpreter Training for the Deaf | Beverly Hammer | Room 450 |
| Program Development at Vista Community Education Center Center--1900 Fruitvale, Oakland | Guillermo Zelaya | Third Floor (1900 Fruitvale) |
| Energy & Alternative Energy Technologies | Marcos Contreras | Room 200 |
| | Michael Mills | Room 203 |
| BUSINESS/ADMINISTRATION | | |
| Payroll Procedures | Barbara Chin | Room 480 |
| Credential Information | Barbara Peck | Room 200 |
| FACULTY SENATE ACTIVITIES | Michael Mills | Room 203 |
| | Ron Moore | Room 203 |
| PUBLICITY & PUBLIC INFORMATION | | |
| Consultation About Publicity | Carol Hanson | Room 450 |

# About Vista:

Vista College is one of five colleges operated by the Peralta Community College District, which serves the cities of Alameda, Albany, Berkeley, Emeryville, Oakland and Piedmont. Offerings are tuition-free to legal residents of California who are 18 or older. Established in 1974 by the Peralta Board of Trustees, Vista represents the district's commitment to serve its community through a variety of modes, including "non-traditional" education.

Vista's "campus" is the community, since the college has no visible campus in the traditional sense. Operating from an office building in downtown Berkeley, in the spring of 1981 the college enrolled some 15,500 students, using over 250 community locations. Students form their perceptions of the college by what happens in the classroom. They identify the college by the learning environments created by over 400 faculty throughout the 64 square miles of the Peralta District.

## COLLEGE OBJECTIVES

The missions of the college are to provide educational access for adults of all ages and backgrounds and to use community resources to assist in the lifelong learning process.

Vista offers a comprehensive program of transfer and occupational education, continuing education, student support services and community services. In addition to providing direct educational services to residents of the Peralta District, the college acts as an educational broker by referring adults with educational needs not served by Vista to Alameda, Laney and Merritt Colleges, and to other appropriate postsecondary institutions.

The programs and services are focused particularly on the educational needs of adults in transition: young, middle-aged and older adults trying to negotiate personal and occupational changes. These adults may be beginning careers, redirecting careers in mid-life, or preparing for changing roles or life styles. Their educational needs include personal assessment, training, retraining, enrichment activities and lifelong learning for a variety of purposes. The college's services attempt to stimulate and support personal growth during transition periods for adults of all ages.

More specifically, the college's objectives are:

- to offer transfer, occupational and continuing education in four broad areas: Business, Energy and Environmental Technology, Human Services and General Studies.

- to use instructional organization and methods that remove time and place barriers to learning.

- to provide counseling and assistance to adults in group and individual settings.

- to involve the community in assessing educational needs, identifying new students and delivering services.

- to focus college resources on community problem-solving.

STUDENTS

Many of the men and women who attend Vista classes are the "new students" of this educational era: older, skill-oriented learners who combine education with the demands and responsibilities of working and family life. They are discriminating educational consumers who enroll in one or two classes for the intellectual stimulation that comes from sharing ideas and interests, and/or for the practical skills needed for occupational advancement. Recent surveys provide this picture of the Vista student population:

- Average age is 41.

- Average class load is 2.8 units, with attendance split almost evenly between day and evening classes.

- Most students are or have been employed: 60 percent are employed full-time or part-time, 13 percent are retired.

- 50 percent have less than an A.A. degree.

- 56 percent have never before attended a Peralta College.

- 25 percent are members of a minority ethnic group.

- 70 percent are new students each semester.

- Their educational objectives are personal enrichment, and career exploration and advancement.

- 71 percent are interested in non-traditional learning options such as experiential learning, independent study, and credit for prior learning.

Within this Vista student population are large clusters of learners who share similar but divergent objectives and characteristics. The following examples, based on interviews with students and faculty, reveal the wide range of personal occupational interests that adults bring to Vista classes.

- A 41-year old nurses's aide in a convalescent home enrolls in a short-term health education course to prepare for a certification examination.

- A bank secretary, at the top of the clerical pay scale, takes transfer academic courses so that he can eventually get the bachelor's degree necessary to change careers.

- An elderly couple, both well-educated and retired, enroll in art criticism and Spanish classes to prepare for a European trip.

- The assistant manager of a branch bank, who has a bachelor's degree, enrolls in an intensive four-day course in supervision techniques that will increase his working effectiveness.

- A young woman with a dependent child enrolls in a General Educational Development preparation class and in an individualized data processing class. Her objective is economic self-sufficiency, the sooner the better.

- A 45 year-old woman, recently divorced, graduated from college 25 years ago; now she has two teenagers to support. She takes a career planning course to help identify her personal goals and marketable skills.

These data have reinforced faculty and staff belief in Vista's objectives, and they have also helped staff identify high-priority areas that need further attention.

FACULTY

The faculty in a non-campus college is its greatest resource. Vista has brought together an outstanding faculty made up of professional educators, specialists from business and industry, energy and environmental technologists and human service professionals.. Faculty are selected because they are resourceful, creative and independent--characteristics which are important for teaching adult students in a non-campus college. Since 1974 over 600 different people have taught at Vista, where the philosophy is to match the needs of learners with the specialized teaching skills of the faculty.

COLLEGE FACILITIES

- Administrative Offices, 2020 Milvia St., Berkeley
- Community Education Center, 1900 Fruitvale Ave., Oakland
- Downtown Business Education Center, 1440 Broadway, Oakland.

## COLLEGE PROGRAMS

Vista's range of programs and classes covers academic and general education, basic skills, personal enrichment, continuing education for professionals and paraprofessionals, career development, occupational education, self-paced audio/visual instruction, individual study, and work experience.

In addition, the college is in the forefront in responding to urgent community needs with specialized programs--for example, the disabled community, older adults, and people struggling to adapt their lives and living environments to the energy crisis.

## CERTIFICATE/DEGREE PROGRAMS OFFERED BY VISTA

### Associate in Arts Degree Programs

Business Management and Administration
Sanitation and Public Health Technology
Land Use Management
Energy Technologies
General Business and Commerce
Management and Supervision
Transportation and Distribution
American Sign Language (ASL)

### Certificate Programs

Accounting
Banking and Investment Services
Business Skills/Office Administration
Energy and Environmental Technologies
Finance
Gerontology
Governmental Management
Management/Supervision I, II
Marketing and Sales
Transportation/Distribution I, II
Travel Industry Occupations I, II
American Sign Language (ASL)
ASL Interpretation

## OVERVIEW OF THE INSTRUCTIONAL PROGRAM

The instructional program at Vista is organized in several different ways: around disciplines or program areas, around how and where courses are offered, and around special student clienteles.

The program is organized in instructional clusters with administrative coordinators and faculty program planners who have responsibility for planning and scheduling courses, and selecting faculty.

ABOUT THE CLUSTERS:

+ A cluster is defined as a group of faculty who teach in a like instructional area.
+ It is important that faculty become identified with a cluster in order to "belong" to a group with similar teaching roles and challenges.

+ Each cluster is coordinated by an administrator who is responsible for course offerings.

+ Some clusters have faculty planners who work with the coordinator to develop and support cluster activities.

+ Some faculty may be identified with more than one cluster, depending on the specific courses they teach.

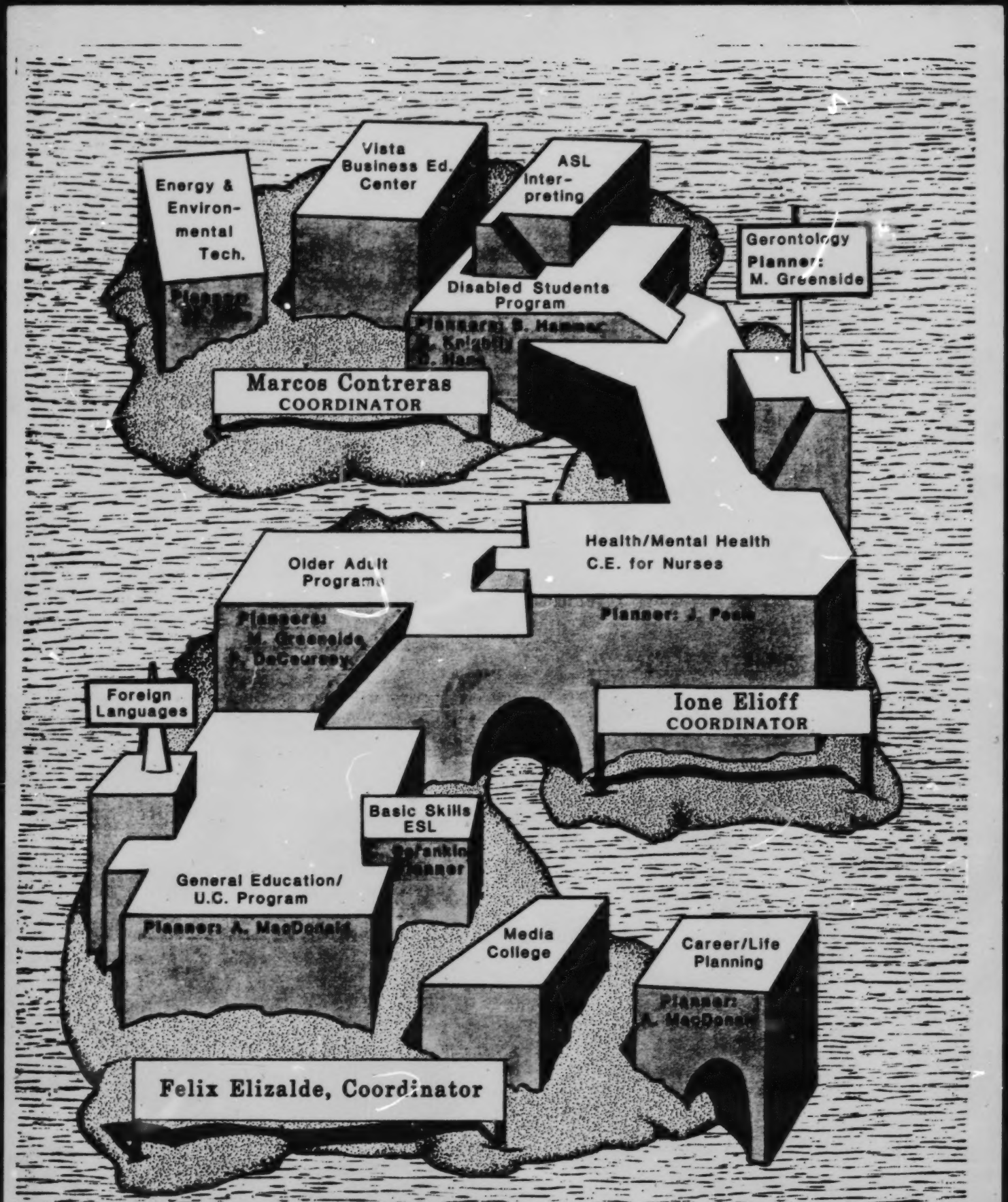
The diagram on the following page gives a visual representation of the clusters and their relationships.

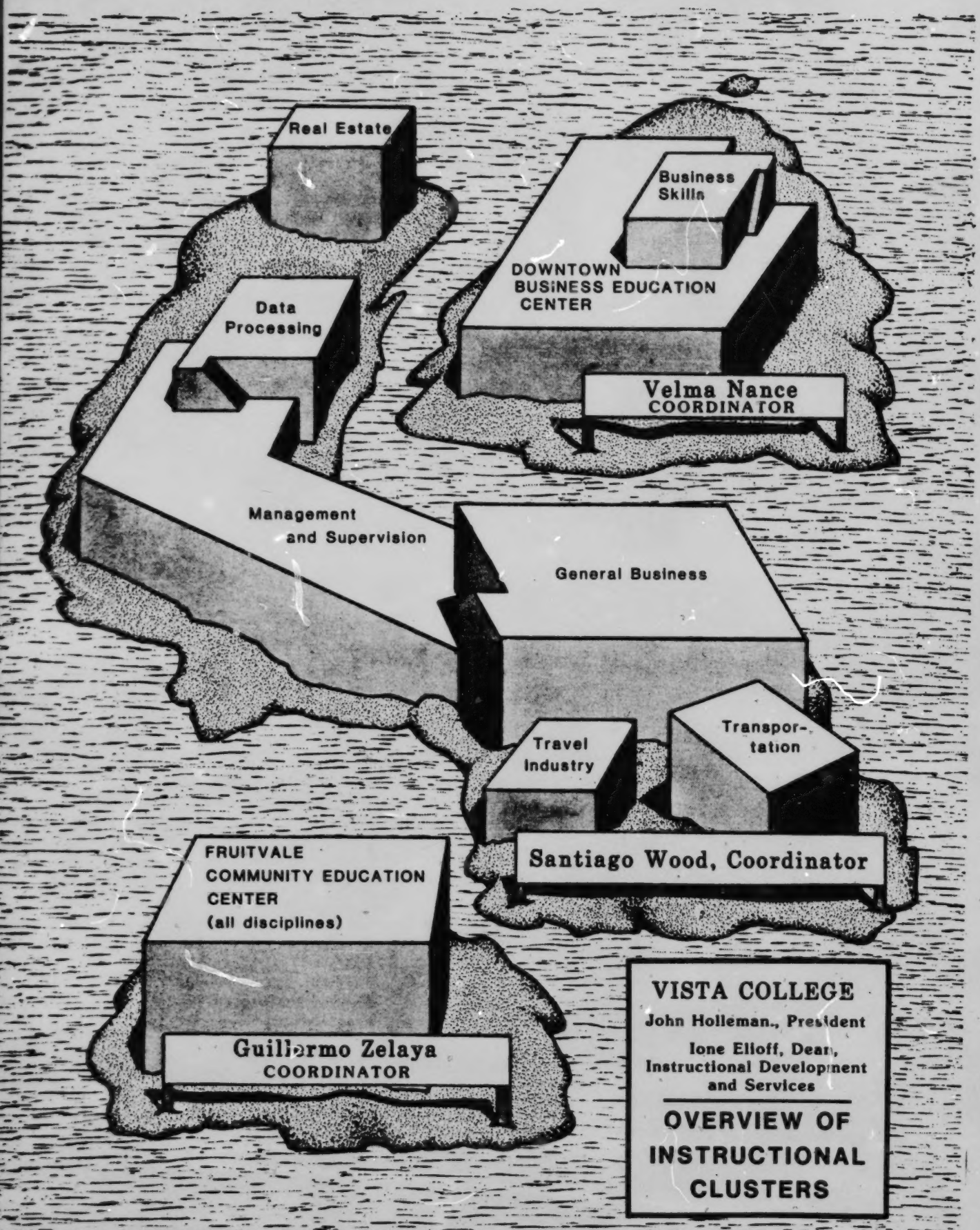
COMMUNITY PARTICIPATION

Program planners and college administrators maintain close ties with the community through advisory committees and work with community groups and agencies. This enables the college to respond directly to community need and to establish programs that will best meet those needs. Members of the 27 advisory committees are top-rank professionals and leaders from business, industry, education, human services and research and development. They advise on program and curriculum design, including inservice training, and job market forcasting.

ACCREDITATION

Vista College is fully accredited by the Western Association of Schools and Colleges.


Vista Business Ed. Center
ASL Inter-preting
Energy & Environ-mental Tech.
Gerontology Planner: M. Greenside
Disabled Students Program
Marcos Contreras COORDINATOR
Health/Mental Health C.E. for Nurses
Older Adult Program
Foreign Languages
Ione Elioff COORDINATOR
Basic Skills ESL
General Education/ U.C. Program
Media College
Career/Life Planning
Felix Elizalde, Coordinator


Real Estate
Business Skills
DOWNTOWN BUSINESS EDUCATION CENTER
Data Processing
Velma Nance
COORDINATOR
Management and Supervision
General Business
Travel Industry
Transpor-tation
Santiago Wood, Coordinator
FRUITVALE COMMUNITY EDUCATION CENTER (all disciplines)
Guillermo Zelaya
COORDINATOR
VISTA COLLEGE
John Holleman., President
Ione Elioff, Dean, Instructional Development and Services
OVERVIEW OF INSTRUCTIONAL CLUSTERS

# ADMINISTRATIVE PROCEDURES

MEET ALL CLASSES AS SCHEDULED

The college is legally obligated to hold classes when and where scheduled. Do not change the days your class meets, the times it meets, or the location without consulting your planner. Planners will see that all official changes are made. If you change dates, times or locations, counselors are unable to give students accurate information, and attendance, accounting and payroll procedures are adversely affected. (For guidelines on field trips see page 33.)

# Registration

Registration is the process of getting the proper information about the student--including enrollment in your class--to the Admissions & Records Office, so that it can be entered into the college's computer system.

> If this information doesn't get to the proper place, the student is not officially enrolled in your class, regardless of whether they physically attend.

REGISTRATION PACKET

Before your first class meeting you will receive a Registration packet in the mail. It will contain:

1. A Temporary Class Roster, with the names of all students who have officially pre-registered. (Sample on page 21.)
2. Blank registration forms.
3. Add Cards and Drop Cards.

THE FIRST CLASS SESSION

Take attendance, using the Temporary Class Roster. Students whose names are on the roster are already officialy registered, and you don't need to do anything further.

Students whose names are NOT on the Temporary Class Roster are NOT officially enrolled in your class, and it is up to you to get them officially enrolled:

1. If the student is already enrolled for another class this current semester--that is, has filled out a registration form--the personal information is already in the computer; all that is necessary is to submit an Add Card to add your course to the enrollment.

2. If the student was enrolled the previous regular semester (or the summer session before the fall semester), the computer still has the basic

information, but it must be updated by filling out Sections A, D and E of a new Registration Form.

3. If the student has not attended Vista before, or has been away for a semester or more, the computer will not have any information, and he/she must fill out a complete Registration Form.

Every student must submit one Registration Form--and only one--every semster enrolled. (See page 19 for a sample filled-out form.) Additional courses not on the Registration Form require only an Add Card.

See the next page for a diagram showing the proper procedure for each possibility.

AFTER THE FIRST CLASS SESSION:

WITHIN 24 HOURS bring all completed Registration Forms and Add Cards to the Admissions and Records Office at Vista College, 2020 Milvia St., Berkeley. If you can't get to the college, please contact the Office of Instruction; they will make arrangements for collecting the material.

> It is essential that you do this within 24 hours of the first class session, so that enrollment can be updated and verified. This enrollment determines whether your class continues or is cancelled.

If new students come to subsequent class sessions, follow the same procedure, and bring or mail the registration material to the Admissions and Records Office as soon as possible.

You should sign all Add Cards, and all Registration Forms filled out after the first class session. This verifies the date that the student started attending the class.

DROP CARDS

When a student is no longer attending your class, or when they indicate to you they won't be continuing, fill out a Drop Card and submit it as soon as possible.

If you have any questions about registration, please don't hesitate to contact the Admissions and Records Office for assistance.

# GET YOUR STUDENTS OFFICIALLY REGISTERED!

## First Class Session *

Student's name is **on** Temporary Class Roster — He/She is already → OFFICIALLY REGISTERED

Student's name is **not on** Temporary Roster

If: The student is already enrolled for another course this semester: — Complete: → Add Card

If: The student attended Vista the previous term: — Complete: → Items: A. D. E. of Registration Form

If: The student has never attended Vista before, or is returning after being away a semester or more: — Complete: → Entire Registration Form

***Official Registration is to be Completed Within 24 Hours**

# VISTA COLLEGE

2020 Milvia Street • Berkeley, California 94704

**REGISTRATION FORM - PLEASE PRINT CLEARLY**

## A

SOCIAL SECURITY NUMBER (IF UNKNOWN LEAVE BLANK) 123 45 6789

1 NAME JONES (LAST) JOHN (FIRST) R (MI) PREVIOUS NAME(S) _____

2 RESIDENCE ADDRESS 2020 MILVIA (NUMBER AND STREET) _____ (APT NO) BERKELEY (CITY) 94704 (ZIP)
(DO NOT USE PO BOX OR WORK ADDRESS)

3 PHONE (HOME) 415 841-6432
(WORK) 415 841-8431

6 DATE OF BIRTH 1 (MO) 1 (DAY) 50 (YR)

7 AGE 31

4 SEX [X] MALE [ ] FEMALE

8 HIGH SCHOOL GRADUATE? [X] YES [ ] NO

5 MARITAL STATUS [X] SINGLE [ ] MARRIED

9 IF YES YEAR GRADUATED 1969

## B

10 (check one) [X] U S CITIZEN
[ ] PERMANENT RESIDENT [ ] STUDENT VISA
[ ] OTHER VISA [ ] REFUGEE

IF Non-resident TYPE OF VISA HELD _____
VISA # _____
PORT OF ENTRY _____ DATE OF ENTRY _____

11 HAVE YOU CONTINUOUSLY RESIDED IN CALIFORNIA 1 YEAR PRIOR TO BEGINNING OF THIS TERM? [X] YES [ ] NO
IF NO GIVE DATE OF MOVING TO OR LAST RETURNING TO CALIFORNIA (MO) (YR) 1975

12 ARE ANY OF THE FOLLOWING IN THE ACTIVE MILITARY? [ ] SPOUSE [ ] SELF [ ] PARENT

13 IF UNDER 19 AND SINGLE PLEASE COMPLETE
[ ] PARENT *OR*
[ ] GUARDIAN _____ (NAME) _____ (ADDRESS)
HAS PARENT OR GUARDIAN CONTINUOUSLY RESIDED IN CALIFORNIA 1 YEAR PRIOR TO BEGINNING OF THIS TERM? [ ] YES [ ] NO

## C

14 ENROLLMENT STATUS (CHECK ONE)
[X] 1 NEW—NEVER BEFORE ENROLLED AT ANY COLLEGE
[ ] 2 NEW TRANSFER—PRIOR ENROLLMENT AT ANOTHER COLLEGE
[ ] 3 CONTINUING AT THIS COLLEGE FROM LAST SESSION
[ ] 4 RETURNING—PRIOR ENROLLMENT AT THIS COLLEGE BUT NOT LAST SESSION
[ ] 5 RETURNING TRANSFER—FORMER STUDENT AT THIS COLLEGE AS WELL AS HAVING ATTENDED ANOTHER COLLEGE
[ ] 6 HIGH SCHOOL PERMIT STUDENT

15 CLASS STATUS (CHECK ONE)

| | SEMESTER | QUARTER |
|---|---|---|
| [X] 1 FRESHMAN | 0 - 29 | 0 - 44 |
| [ ] 2 SOPHOMORE | 30 - 59 | 45 - 89 |
| [ ] 3 NO AA DEGREE | 60 OR MORE | 90 OR MORE |
| [ ] 4 HAVE AA DEGREE | 60 OR MORE | 90 OR MORE |
| [ ] 5 HAVE HIGHER DEGREE | 60 OR MORE | 90 OR MORE |

(INCLUDE ALL COLLEGE UNITS)

16 OBJECTIVE (CHECK ONE)
TO OBTAIN
[X] 5 ASSOCIATE DEGREE
[ ] 6 CERTIFICATE
OR TRANSFER TO
[ ] 1 UNIVERSITY OF CALIFORNIA
[ ] 2 STATE COLLEGE UNIVERSITY
[ ] 3 OTHER FOUR-YEAR COLLEGE
[ ] 4 NONE OF THE ABOVE

17 VETERAN'S STATUS (CHECK ONE)
[ ] 1 VETERAN APPLYING FOR BENEFITS
[ ] 2 VETERAN NOT APPLYING FOR BENEFITS
[ ] 3 DEPENDENT OF VETERAN APPLYING FOR BENEFITS
[X] 4 NONE OF THE ABOVE

21 ETHNIC GROUP (CHECK ONE)
[ ] 1 AMERICAN INDIAN
[ ] 2 BLACK
[ ] 3 LATIN-MEXICAN AMERICAN
[ ] 4 ASIAN
[X] 5 CAUCASIAN
[ ] FILIPINO
[ ] 6 ALL OTHERS

**USE CODES FROM BACK OF THIS FORM**

18 HIGH SCHOOL CODE 079

19 COLLEGE LAST ATTENDED CODE ---

20 MAJOR CODE 107

## D

I CERTIFY THAT THE INFORMATION ON THIS FORM IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE. I UNDERSTAND THAT WILFUL OMISSION OR FALSIFICATION OF INFORMATION OR FAILURE TO REPORT CHANGES IN RESIDENCE MAY RESULT IN MY DISMISSAL.

X John R. Jones (STUDENT SIGNATURE) DATE 8 10 81

DO YOU HAVE ANY KIND OF PHYSICAL SENSORY OR LEARNING DISABILITY YOU THINK MAY ENTITLE YOU TO SPECIAL RESOURCES? YES [X] NO

## E

**CLASS SCHEDULE**

DATE STUDENT ENTERED CLASS 9-9-81

INSTRUCTOR SIGNATURE BBrown

OFFICE USE ONLY
RDC _____
CLR _____
ADD _____
ON LINE _____
NEW _____
PERMIT LETTER _____

★ CLASS CODE INFORMATION MUST BE PROVIDED

| CLASS CODE* | DEPT | COURSE NO | COURSE TITLE | DAYS | HOURS | UNITS | INSTRUCTOR |
|---|---|---|---|---|---|---|---|
| 0080 | BC | 48Z | BUSINESS MATH | M | 7-10 | 3 | BROWN |
| | | | | | | | |
| | | | | | | | |

**PERALTA COLLEGES**

| COLLEGE | QUARTER SEMESTER | UNITS | DEPT | COURSE NO | COURSE DESCRIPTION | CLASS CODE | INSTRUCTOR |
|---|---|---|---|---|---|---|---|
| VISTA | F81 SEM | 2.0 | BUSCO | 48ZZ | HOW TO USE PHONE | 0000 | SMITH, J |

**SEE BACK SIDE OF THIS PAGE FOR INSTRUCTIONS FOR CORRECTING THIS REPORT.**

| SOC. SEC. NO. | STUDENT NAME | ADD MO DAY | DROP MO DAY | | MAX-HRS | ACTUAL-HRS |
|---|---|---|---|---|---|---|
| 123-45-6789 | BROWN, MARY | XX XX | | | 23.00 | 12 |
| 987-65-4321 | BROWN, ROBERT | XX XX | | | 23.00 | 14 |
| 000-00-1234 | DOE, SUE | XX XX | | | 23.00 | 13 |
| 432-61-5618 | MORRIS, Dixie | 9/9 | 9/9 | | | 14 |
| | | | | | | |
| | | | | | | |
| | | | | | |

# Class Size Policy and Procedure

Vista College classes must have an enrollment of at least twenty-five by the second class session in order to continue. This minimum is necessary to support the cost of instruction. Classes are offered on the basis of requests from the community and our assessment of student needs. We depend on publicity for people to learn about classes. Sometimes, unfortunately, a class will not attract enough students and must be cancelled. We have developed the following guidelines for the initial class sessions.

GUIDELINES FOR YOUR FIRST CLASS MEETING

Begin the class session on time with the people who are there. It is better to start on time for those who are there, and let others come in late. During the first half hour some people may come late; they can't find the location, or they have parking problems, etc. We have found it best to start on time for those who made the effort to get there on time, rather than "wait around" for a larger group. Students come to class with enthusiasm and are anxious to meet you and learn what the class will be like. The first class session is most important to "set the stage" for student interest. Give an orientation to the class, and what you consider a "normal first class session." [Also see "The First Class Session" in the Teaching Tips section in the back of this handbook.] Faculty are expected to hold the first class for the full time scheduled.

About 30 minutes before the end of the session, count how many people are present.

If there are 25 students or more; All is well!

1. Register any students not on your Temporary Class Roster (see pages 16-17).

2. Make a temporary roll sheet by adding new (i.e. not preregistered) students' names, social security numbers, and telephone numbers to the Temporary Class Roster. Keep this roll.

3. Within 24 hours after the class meets, call and let your planner know how many students enrolled, and bring all registration material to the Admissions and Records Office.

If there are 18 or fewer students: All is not well--cancel the class.

In our experience it is highly improbable that a class will have six additional students by the second class session.

1. Do not register any students.

2. Tell the students we are sorry, but we are unable to continue the class. If there is reason to believe there are more people who want the class, the college will try to reschedule it at a later date.

3. Have all students put their names and telephone numbers on the Temporary Roster, so that we can contact them if the class is rescheduled.

4. Within 24 hours: Call your planner and report that the class was cancelled, and bring in or mail the roster to the planner.

NOTE: YOU WILL BE PAID FOR TEACHING THE FIRST CLASS SESSION.

If there are between 19 and 24: Meet the class a second time to see if enrollment increases:

1. Register all students not on the Temporary Class Roster.

2. Tell the students that the class will continue if more students register at the second class session.

3. Make a temporary roll sheet listing student names, social security numbers and telephone numbers. Keep this roll sheet.

4. Within 24 hours:

   a. Bring all registration material to the Admissions and Records Office.

   b. Call your program planner and report how many students you registered. Your program planner will discuss the situation and procedure for the second class session. The planner will let you know how many must enroll the second time to allow the class to continue.

GUIDELINES FOR YOUR SECOND CLASS MEETING

For classes that are OK with 25 or over enrollment:

1. You may register new students at the second class meeting (and at the third, if you consider it appropppriate.)

2. Add new students' names and social security numbers to the Temporary Class Roster.

3. Within 24 hours bring registration material to Vista.

For marginal classes (between 20 and 24):

1. Teach the second session, reserving the last half hour for registration.

2. Count the number of students.

   a. If the agree upon number are there:

      1) Register new students

      2) Add their names, social security numbers and telephone numbers to your Temporary Roster.

      3) Within 24 hours:

         a. Bring registration material to Vista
         b. Call to let your planner know how many people are registered, and that the class is OK to continue.

   B. If the agreed upon number are not there:

      1) Tell the students you are sorry, but the class will have to be cancelled, and that the college will try to offer the class at a later date.

      2) Have the students leave their names and telephone numbers on your temporary roll sheet.

      3) Within 24 hours: Call your planner to report that the class was cancelled, and bring or mail the roster to him/her.

NOTE: YOU WILL BE PAID FOR TEACHING TWO CLASS SESSIONS.

# Attendance Reporting

Accurate attendance reporting is important. The college's budget allocations are based on the hourly attendance of students. About the 4th and 11th weeks of the semester the Registrar will mail you an updated class roster for each of your classes for use as an attendance record sheet, with instructions for filling them out and submitting them. If you keep accurate running attendance records, it will be easy to complete this report. A sample of the orange Attendance Roster (Short-term or Full-term) is included on page 21. The final attendance record is submitted on the Instructor's Class Record (see page 33.)

# Grading Policy and Procedures

The new State and District Academic grading policies are designed primarily for undergraduate students who wish to transfer to four year colleges.

Many of Vista's adult learners are enrolled in classes to upgrade their job skills and/or for continuing education. These learners often are not interested in taking a course for a letter grade. However, regardless of the subsequent impact on an academic career, fair and accurate grading is important. It gives the student evaluation of his/her achievement in meeting the course goals.

In courses where the students have the option of selecting a letter grade or credit/no credit, it is essential that they understand the difference in terms of their grade point average (GPA), credit towards a major, and transferability to a four year institution (see page 30).

All courses are designated by the Office of Instruction to be graded in one of three categories:

1. FOR LETTER GRADE ONLY (See page 29.)

2. FOR CREDIT/NO CREDIT ONLY (See page 30.)

3. FOR LETTER GRADE OR CREDIT/NO CREDIT: STUDENT CHOOSES OPTION (See page 30.)

Policy and procedure details for each of these categories are outlined on the following pages. PLEASE STUDY THIS INFORMATION BEFORE BEGINNING YOUR CLASS.

| FOR INFORMATION ABOUT | CONTACT (at 841-8431) |
|---|---|
| GRADE REPORTING<br>- How to fill out grade rosters<br>- How to complete other required forms<br>- "I" (Incomplete) contracts<br>- Dates for designating CR option | Kathy Amirdash (Registrar) (Ext. 43) |
| DEFINING COURSE OBJ[illegible] AND GRADE CATEGORIES [illegible] PROGRAM/DISCIPLI[illegible] | Your Coordinator or Program Planner |

GENERAL COURSE DEVELOPMENT--
TEACHING/GRADING

- Designing alternative assignments for adult learners
- Individualizing course activities
- Course design and assessment techniques
- Preparing course overview and grading statements
- Evaluation/testing methods

Teaching/Learning Resources Office: Contact Dick Bagwell (Ext. 75), who will refer you to a faculty Teaching/Learning Consultant (TLC--see page 50)

## REPEATED COURSES

Students have the option of repeating courses in which they received a grade of D, F, NC or W. If they earn a better grade on the repeat, they can petition the Registrar to have their original grade eliminated from computation of their GPA (though it will remain on their record).

Repeats of courses in which the first grade was A, B, C or CR will not be computed in the GPA.

## COURSE OVERVIEWS

You should include your grading policies and requirements on the course overview which you hand out on the first day of class. See pages 73-87 for additional information and examples.

CLASSES GIVEN FOR LETTER GRADE ONLY

In classes given for letter grade only, students do not have the option to take the class for credit/no credit.

Determine the requirements for a student to receive an A, B, or C grade, and inform the students of these requirements.

At the end of the course, assign grades based on the following definitions:

| Grade | Points | Definition |
|---|---|---|
| A | 4 | Excellent |
| B | 3 | Good |
| C | 2 | Satisfactory |
| D | 1 | Passing; less than satisfactory |
| F | 0 | Failing |
| I* | 0 | Incomplete (see below) |
| W** | 0 | Withdrawal. (see below) |

---

* "I"--Incomplete: When the "I" grade is assigned the instructor is taking responsibility for allowing the student to complete the course requirements within a one-year period from the end of the course. If the instructor is willing to assign this grade, he/she must complete a contract with the student which (1) specifies the conditions for removal of the "I", and (2) assigns a grade in lieu of the "I." If the student does not meet the conditions of the contract within one year, the grade in lieu of "I" will be assigned. (For more information about the contract, contact the Registrar.)

Vista instructors are encouraged not to assign the "I" grade unless they are willing to be available during the year following the course to supervise the removal of the "I" through the proper administrative processes.

** "W"--Withdrawl: Assigned to students who officially withdraw from the class between the 4th and 14th weeks of the semester or full-term class, or between 30% and 75% of the time of a short-term class. After the 14th week or 75% of instruction (see Academic Calendar, page 2), the academic record of a student who has not withdrawn from class or been dropped by an instructor within the time allowed by this policy must reflect a grade other than "W" (e. g. D, F, I, etc.) as awarded by the instructor.

## CLASSES GIVEN FOR CREDIT/NO CREDIT ONLY

In courses given for credit/no credit only, students who satisfactorily complete the course receive a CR grade. They receive college credit units, but no grade points. This means that the course is not computed in their grade point average (GPA).

Determine the minimum requirements for students to receive credit (CR grade); inform the students of these requirements.

At the end of the semester assign grades based on the following definitions:

| Grade | Points | Definition |
|---|---|---|
| CR | 0 | Credit; at least satisfactory. Units awarded not counted in GPA. |
| NC | 0 | No credit; the student did not fulfill the academic requirements of the course. |
| W* | 0 | Withdrawal (see below) |

## COURSES GIVEN FOR EITHER LETTER GRADE OR CREDIT/NO CREDIT

Some classes may be taken for a letter grade or for credit (CR). Students must make their decision before the 4th week of instruction, or 30% into the course in short-term courses. It is important that the faculty understand both grading systems, and how to advise students about their choice.

When a student takes a course for credit (CR) he/she receives college units, but no grade points. This means that the course is not computed in the grade point average (GPA).

+ A course may be taken on a credit/no credit basis only once.

+ A course selected for credit/no credit grading may not be counted toward a student's major. If a student changes his/her major, courses previously taken on a credit/no credit basis will not count towards satisfying major requirements.

---

* "W"--Withdrawl: Same use as in courses for letter grades (see footnote on previous page), except that after 14 weeks, or 75% of instruction, a grade of NCR or I must be assigned.

Students planning to transfer to four-year institutions are cautioned that in most cases, courses in which a grade of CR was earned will not be counted toward courses required in a major. Furthermore, limitations are imposed on the number of units of CR that will be counted toward a bachelor's degree. The student should consult the catalog of the transfer institution for more specific information on this point.

If you have questions about the grading policy, please contact your program coordinator. The Office of Instruction and the Registrar have copies of State and District policies available for referal.

At the end of the semester assign grades according to the student's option:

LETTER GRADE: See page 29.

CREDIT/NO CREDIT: See page 30.

GRADE ROSTER

At the end of the semester the Registrar will mail you a Grade Roster to be filled out and returned by a specific date. NOTE: Do not add names to this roster. Any student not on it when it reaches you must be put on a separate Grade Add sheet.

If your class ends before the end of the semester, you may enter the grades and attendance on the green Instructor's Class Record Form (sample on page 34) and return it to the Admissions and Records Office. As a convenience for the faculty, they will transfer this information to the Grade Roster and Attendance Form at the end of the semester.

A sample filled-in Grade Roster is on the next page.

PERALTA COLLEGES
GRADE ROSTER

USE NO. 2 PENCILS ONLY • MAKE ALL ERASURES COMPLETE

| DUE DATE & TIME | QUARTER/SEMESTER | UNITS | DEPT | COURSE NO. | COURSE DESCRIPTION | CLASS CODE | INSTRUCTOR |
|---|---|---|---|---|---|---|---|
| | F81 SEM | 2.0 | BUSCO | 48ZZ | HOW TO USE PHONE | 0000 | SMITH, JANE |

1 RECORD DROP DATE FOR EACH W
2 DO NOT ADD NAMES
3 RECORD VARIABLE UNITS/VARIABLE LEVEL IF NEEDED

| | STUDENT NAME | S S NO. | VARIABLE UNIT | VARIABLE LEVEL | DROP DATE MO | DROP DATE DA | FINAL GRADE | | CR | NC | IP | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | BROWN, MARY | 123-45-6789 | XX | XX | | | CR | | ● | | | |
| 2 | BROWN, ROBERT | 987-65-4321 | XX | XX | | | CR | | ● | | | |
| 3 | DOE, SUE | 000-00-1234 | XX | XX | | | A | | ● | | | |
| 4 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 5 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 6 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 7 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 8 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 9 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 10 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 11 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 12 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 13 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 14 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 15 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 16 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 17 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 18 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 19 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 20 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 21 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 22 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 23 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 24 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 25 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 26 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 27 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |
| 28 | XXXXXXXXXXXXXX | XXXXXXXXXXX | XX | XX | XXXX | | | | | | | |

Sample

# Instructor's Class Record

You will be sent a green Instructor's Class Record for each class about the fourth week of the semester. This is an important document. It is the official record of the class, and should include all students who were enrolled; it is evidence of their participation, attendance and final grade in the course, and is the source consulted in case a question arises in the future about a student's performance. Post the actual number of hours the student attended your class in the column marked "Total Hours Attended." The Instructors's Class Record is submitted to the Admissions and Records Office along with the Grade Roster at the end of the semester. A sample is included on the next page. (Yours will have an additional extension for attendance information; the sample's was removed so it would go through the printing press.)

# Field Trips

The advantageous locations of the Bay Area make available a wide variety of cultural offerings and environmental features which can enrich classroom instruction. You may schedule field trips to take advantage of these opportunities.

Students must provide their own transportation for the trip, and are responsible for any entrance fees to theatres, galleries, parks, etc. Instructors must provide alternative assignments for students who cannot afford the costs of a field trip.

GUIDELINES

1. Inform your coordinator/planner of the date of the trip, where you are going, and the hours the class will be in session.

2. Notify students of time, place and location.

3. IMPORTANT: For legal reasons, students must get themselves to the site. You may not take part in arranging transportation. Do not take official class time to discuss transportation arrangements. Meet students at the site.

| CLASS CODE | COURSE DESCRIPTION | DEPT | COURSE NO | INSTRUCTOR | UNITS |
|---|---|---|---|---|---|
| 0000 | HOW TO USE PHONE | BUSCO | 48ZZ | SMITH, JANE | 2.00 |

**INSTRUCTOR'S CLASS RECORD**

1300 DAYS S ROOM SEM OR QUARTER FALL SCH YR 1981

| STUDENT'S NAME | SOC SEC NO | FINAL GRADE | ADD DATE MO | ADD DATE DAY | DROP DATE MO | DROP DATE DAY | VARIABLE UNIT | VARIABLE LEVEL | TOTAL HOURS ATTENDANCE | PAPER | MIDTERM | FINAL | 9/9 | 9/16 | 9/23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BROWN, MARY | 123-45-6789 | CR | XX | XX | | | | | 6 | | 75 | 80 | ✓ | | ✓ |
| BROWN, ROBERT | 987-65-4321 | CR | XX | XX | | | | | 6 | | 90 | 80 | ✓ | ✓ | |
| DOE, SUE | 000-00-1234 | A | XX | XX | | | | | 9 | ✓ | 90 | 95 | ✓ | ✓ | ✓ |
| MORRIS, DIXIE | 432-01-5678 | CR | 9 | 9 | | | | | 6 | | 60 | 80 | ✓ | | ✓ |

Sample

SIGN AND TURN IN THIS CLASS RECORD WITH FINAL GRADES.

INSTRUCTOR'S SIGNATURE _____

# Textbooks

We are continuing to use DeLauer's Bookstore, 1310 Broadway, Oakland as the official outlet for Vista textbooks and instructional supplies. Student and faculty response has been very positive, and both the location--by the 14th Street BART station--and the hours--24 hours a day, seven days a week--are very convenient.

But DeLauer's must know what to stock, and know in time to receive their order by the start of class.

If you want them to stock a textbook for your class, you must:

1. Fill out a Textbook Request Form (sample on next page); these are available from the Office of Instruction.

2. Have your Coordinator of Instruction sign it.

3. Submit it to Marcos R. Contreras in the Office of Instruction, at least two months before the semester begins: by July 10 for the Fall semester, and December 1 for the Spring semester.

Late order requests should be submitted in the same manner. Every effort will be made expedite late orders.

You can be reimbursed for buying your own copy of texts that you use. Write to request a desk copy from the publisher, to be mailed to Vista College. They will provide you one free. (A directory of publishers is available in the Resource Library, Room 203, and at the bookstore of the College of Alameda: 522-7660/522-7221. You can phone for the information.) When the book arrives, take it to DeLauer's and they will give you a refund.

Please Forward to: >>>>>>>>>>>> VISTA COLLEGE

OFFICE OF INSTRUCTION

# TEXTBOOK REQUEST FORM

(Semester) _____ (Year) _____ (Date) _____

(Department and Course #) _____ (# of Sections) _____

INSTRUCTOR: _____

PHONE NO: _____

(Program Coordinator) _____

| QUANTITY | TITLE | AUTHOR(S) | PUBLISHER(S) |
|---|---|---|---|
| | | | |

# Evaluation of Teaching

The faculty are encouraged to engage in frequent informal student evaluation of their classes to find out if instruction is effective. Through frequent feedback, instructors can adjust their teaching behavior to improve learning.

A formal evaluation process for faculty has been established through a collective bargaining agreement between the Peralta Community College District and the Peralta Federation of Teachers (see below).

Full-time regular faculty are evaluated at least once every two years.

At Vista, part-time faculty (temporary certificated personnel) are evaluated during the first semester they teach. Subsequently they are evaluated periodically as determined appropriate by the Dean of Instruction.

AGREEMENT BETWEEN PCCD AND PFT
ARTICLE VII: "FACULTY EVALUATION"

The purpose of this article is to improve instruction, counseling and other educational services assigned by the District through periodic evaluation of faculty members. The process to be followed shall include a self-evaluation, peer and administrative evaluation as outlined below. (Student surveys shall be used.)

Section 1. Evaluation of Contract Faculty Members

A. Each contract faculty member will be evaluated each year. The evaluation panel will elect its own chairperson. The composition and selection of the panel shall be: one regular faculty selected by the evaluee, one manager or his/her designee, and one regular faculty member selected by lot first within the discipline in the college, then within the division in the college or then within the discipline district-wide (excluding Feather River). The evaluee or manager each may disqualify one of the panel members initially chosen.

The person disqualified shall be replaced using the same process with no further right of disqualification. Panel members selected must serve. Service shall be limited to four panels annually.

Panel members shall not be informed of the their selection until the full composition of the panel is finalized.

B. Each faculty member being evaluated shall prepare a self-evaluation report and present such report to the panel.

C. The evaluation panel's report shall consider the faculty member's performance in meeting the responsibilities of his/her position.

D. At least one conference shall be held with the faculty member by the evaluation panel.

E. A written report of the findings of the panel will be prepared by the panel chairperson and signed by the faculty member*, as well as, in the case of unanimity, by each member of the panel. The report will be submitted to the president of the college with two (2) copies to the faculty member and a copy to the district personnel office file.

F. If there is not unanimous agreement by the committee members, individual reports maybe submitted with copies to the evaluee.

G. The student survey forms will be returned to the evaluee and will not be attached as part of the final evaluation report.

Section 2. Evaluation of Regular Faculty Members

A. At least once every two (2) years each regular faculty member will be evaluated using the procedures outlined above in Section 1.

B. If the faculty member is identified as in need of continued evaluation, the same evaluation panel will continue to work with the faculty member until the next evaluation.

Section 3. Evaluation of Temporary Certificated Personnel

A. The same frequency of evaluation of temporary certificated personnel may occur as for contract certificated personnel.

B. A committee will be composed of two members: the first line manager or his/her designee and one faculty member appointed by the first line manager. The appointment will be made first from the discipline in the college then the division in the college then within the discipline district-wide (excluding Feather River).

Section 4. General Conditions

The faculty member's evaluation report will be retained by the district in the faculty member's file.

---

* Faculty member's signature acknowledges only that he/she has received and read the report.

Section 5. Deadline

The District shall establish the deadlines for the operation of the evaluation proceoure.

Section 6. Appendix

The evaluation forms shall be made a part of the agreement. (Forms on the following pages.)

PERALTA COMMUNITY COLLEGE DISTRICT

INSTRUCTOR EVALUATION BY PANEL

Alameda ___
Feather River ___
Laney ___
Merritt ___
Vista ___

Name of Evaluee_____ Status_____
LAST FIRST MIDDLE

Discipline(s)_____ Subject_____

1. Activity_____

Date_____

Describe briefly what happened during your visit. _____

_____

_____

_____

2. Evaluation: Indicate by a check in the appropriate column the evaluation for each item listed which in your best judgement describes the employee.

1 - Not Applicable 2 - Unsatisfactory 3 - Needs Improvement to Meet Standards
4 - Meets Standards 5 - Exceeds Standards

JOB DESCRIPTION: TEACHING FACULTY

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Knowledge and mastery of subject matter. | | | | | |
| 2. Preparation and organization. | | | | | |
| 3. Achievement of course objectives as defined in course outlines and catalog description. | | | | | |
| 4. Clarity of Presentation. | | | | | |
| 5. Communication with students of varying abilities. | | | | | |
| 6. Encouragement of critical thinking. | | | | | |
| 7. Clear methods and procedures. | | | | | |
| 8. Professional Relationships: Interaction with students, faculty members, managers and other staff. | | | | | |

Pers Rels
(11-80)

PERALTA COMMUNITY COLLEGE DISTRICT

SELF EVALUATION FORM

for

INSTRUCTOR

Alameda ___
Feather River ___
Laney ___
Merritt ___
Vista ___

Name_____ Date_____

Discipline_____ Division_____

1) Instructional Responsibilities

1. For each of the courses taught during the year, list the following:

   a. course name
   b. course objectives
   c. an explanation of how these objectives have been met

2. List other pertinent activities outside the classroom that are valuable in meeting the objectives of your courses and the responsibilities of your position such as classroom preparation, advising students, field trips, setting up laboratory exercises, etc. whichever are applicable.

II) Professional Development

1. List the activities you carried out to stay abreast of your field (such as studying new texts and current journals, consultation with colleagues, active membership in professional organizations, continued education and attendance at conferences or workshops, etc.).

_____

_____

_____

_____

_____

_____

_____

2. List any other activities that are contributive to your professional development.

_____

_____

_____

_____

_____

III) Teaching Evaluation

1. Discuss your teaching abilities as carried out during the year in the following areas:
(1) Needs improvement (2) Meets standard (3) Exceeds standard

| | | | | |
|---|---|---|---|---|
| i. | Knowledge of subject material. | 1 | 2 | 3 |
| ii. | Presentation and communication of subject material. | 1 | 2 | 3 |
| iii. | Rapport with students. | 1 | 2 | 3 |
| iv. | Effectiveness during laboratory hours (where applicable). | 1 | 2 | 3 |

Comments: _____

_____

_____

_____

_____

_____

_____

2. Specific goals for improvement

_____

_____

_____

_____

_____

_____

Date _____ Signature _____

Pers Rels
(11-80)

PERALTA COMMUNITY COLLEGE DISTRICT

INSTRUCTOR EVALUATION BY STUDENTS

Alameda ___
Feather River ___
Laney ___
Merritt ___
Vista ___

Faculty Member _____ Date _____

Course _____ College _____

Student's name (optional) _____

1. In general, how would you rate the instructor in these areas?

| | High | | | | Low |
|---|---|---|---|---|---|
| a. Availability for personal help. | 1 | 2 | 3 | 4 | 5 |
| b. Helpful and supportive of my interests. | 1 | 2 | 3 | 4 | 5 |
| c. Interested in students generally. | 1 | 2 | 3 | 4 | 5 |
| d. Enthusiasm for teaching. | 1 | 2 | 3 | 4 | 5 |
| e. Explaining and following his/her stated grading system. | 1 | 2 | 3 | 4 | 5 |
| f. Returning examinations and assignments promptly. | 1 | 2 | 3 | 4 | 5 |
| g. Meeting and dismissing classes at scheduled times. | 1 | 2 | 3 | 4 | 5 |

2. How effective was the instructor in the following areas?

| | | | | | |
|---|---|---|---|---|---|
| a. Organizing the course well. | 1 | 2 | 3 | 4 | 5 |
| b. Encouraging students to participate. | 1 | 2 | 3 | 4 | 5 |
| c. Knowledge of the subject. | 1 | 2 | 3 | 4 | 5 |
| d. Communication of that knowledge. | 1 | 2 | 3 | 4 | 5 |
| e. Giving assignments (papers, projects, readings, etc.) that were relevant and helpful to class. | 1 | 2 | 3 | 4 | 5 |
| f. Making your responsibilities and the requirements of the course clear. | 1 | 2 | 3 | 4 | 5 |
| g. Being tolerant of other people's opinions. | 1 | 2 | 3 | 4 | 5 |

3. Comments:

_____

_____

_____

_____

_____

_____

_____

_____

Pers Rels
(11-80)

PERALTA COMMUNITY COLLEGE DISTRICT

SUMMARY EVALUATION OF INSTRUCTOR

Alameda ___
Feather River ___
Laney ___
Merritt ___
Vista ___

Name of Instructor _____ Status _____

Department/Discipline _____

EVALUATION SUMMARY

Summary Report:

_____ Satisfactory

_____ Unsatisfactory

_____ Re-evaluate next semester

_____, Panel Chairperson
(Signature)

_____, Panel Member
(Signature)

_____, Panel Member
(Signature)

I HAVE READ THE COMMITTEE'S EVALUATION REPORT:

_____
Instructor Being Evaluated

_____
Date

Copy 1,2 to Instructor; copy 3 to President; copy 4 to District Personnel File

Pera Rels
(11-80)

PERALTA COMMUNITY COLLEGE DISTRICT

MANAGEMENT EVALUATION OF INSTRUCTOR

Alameda ___
Feather River ___
Laney ___
Merritt ___
Vista ___

Name of Instructor _____

Department/Discipline _____

EVALUATION SUMMARY

Summary Report:

_____ Satisfactory

_____ Unsatisfactory

_____ Re-evaluate next term

_____, Manager or His/Her Designee
(Signature)

_____, Panel Member
(Typed Name)

_____, Panel Member
(Typed Name)

I HAVE READ THE MANAGER'S EVALUATION REPORT:

_____
Instructor Being Evaluated

_____
Date

Copy 1,2 to Instructor; copy 3 to President; copy 4 to District Personnel File

# Payroll

IN ORDER FOR YOU TO BE PAID FOR TEACHING:

IT IS THE RESPONSIBILITY OF THE FACULTY TO:

1. Provide the necessary papers for hiring, including:

   a. Peralta District District Employment Application, health, T.B. test, references and other required documents.

   b. Community College Credential or completed credential application.

2. Provide accurate and necessary recordkeeping: Registration, Attendance Reports, and Final Grades.

IT IS THE RESPONSIBILITY OF THE PERALTA DISTRICT OFFICE TO process your personnel papers and compute your placement on the salary schedule based on your verified experience and degrees.

PAYCHECKS

Pay checks are available for pickup after 2:00 p.m. on the last working day of the month at 2020 Milvia Street, Room 408. If you prefer to have your checks mailed, please provide Barbara Chin with five self-addressed envelopes. If you have any problems or concerns about pay, see Leonard Down, Business Officer, or Barbara Chin.

# Emergencies

PERSONAL EMERGENCIES

If you have an emergency and cannot teach your class: Call your planner to discuss the situation, and make plans for what must be done. If a class session must be cancelled, we ask that you have your students' telephone numbers at hand so that you and we can try to save them a trip to the class. It creates very bad public relations when a faculty member does not show up for class and there is no notice of cancellation, a substitute teacher, or someone from the college to inform people of the cancellation.

CLASSROOM EMERGENCIES

Fortunately, we have had no serious emergencies come up. However, it is a good idea to think about what you would do if there were an emergency. First of all, be sure you know where the nearest telephone is located. For any emergency--Police, Fire and Medical--in the East Bay we can now DIAL 911. (You do not need a coin in a pay phone; just wait for a dial tone and then dial.)

--Describe the nature of the call, give the location of the emergency, and the location you are calling from.

--Don't panic and don't hang up too soon; give the operator time to get all the pertinent information.

IMPORTANT: In the event of an accident requiring medical treatment, no Vista staff or faculty member should make any comment about whose responsibility it might be, or who will pay medical bills. Help the student and/or get medical aid, but make no statement of liability. If the injured party wants to try to seek reimbursement he/she should contact Bill Thompson at the District Office.

Check the emergency exits at the location where you are teaching, just in case you should ever need them.

If you need assistance from the Peralta Colleges Police and Safety Officers, you may call 465-3456, and the dispatcher will send a patrol car to your location.

Remember, if you are teaching a night class, there is a manager at Vista until 9:00 p.m., who is there to help you with any unusual problems which may come up. Call 841-8431.

# RESOURCES & SERVICES

# Teaching

At Vista where almost all faculty are part-time, we provide resources to help you in your teaching. This section describes these resources. We hope you will use them. The college is now in the second year of a special project, Faculty Development for Part-Timers, funded in part by the U. S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). Ione Elioff is the Project Director, and Dick Bagwell is the Staff Assistant.

Besides expanding some resources already provided, such as this handbook, the project enables us to offer some special resources to instructors.

## TEACHING/LEARNING CONSULTANTS (TLC)

Six part-time Vista faculty have been designated as peer consultants, available to work with instructors, providing technical assistance, problem-solving, and whatever other services will help them to be more efficient in their teaching role.

They represent a very broad range of disciplines and professional skills, with expertise in an array of specific teaching and learning areas such as curriculum development, group process, and communications techniques.

This professional resource is voluntary and confidential. Faculty members wishing to use their services can get a referal from Dick Bagwell, or can initiate contact themselves.

This year the TLC's will also be working on establishing networks of instructors with similar concerns, and will be making telephone contacts for this purpose.

Some of last year's consultancies included:

+ Clarifying and implementing class goals, developing appropriate alernative (i.e. non-lecture) instructional methods, and examining the class group process.

+ Direct feedback based on class observation, evaluation of handout materials; also counseling on the instructor's professional/career growth, and development of new course proposals for Vista.

+ Technical (photographic) assistance in developing teaching materials.

+ Grantsmanship: how to develop a project and write the proposal.

+ Assistance in developing course content and lesson plans for a professional practitioner teaching for the first time.

+ Developing ways of effectively combining experience with more abstract content; observation and feedback on a class session.

The TLC's, and their major interest areas:

BOB CASE

- The Adult Learner: Experience and Needs Assessment
- Individualized Instruction
- Outcome and Objective-Oriented Education
- Slides as Teaching Tools, Including Macro-Photography and Book Illustration Duplication
- Field-trip Use and Contacts

NAT DE ANDA

- Appropriate Content and Sequence for Coursework
- Effective Group Interaction Techniques
- Student Assessment
- Effective Questioning Techniques in Discussion
- Use of Materials and Activities Appropriate to the Student Level of Sophistication

RICHARD EPSTEIN

- The Group Process in Teaching
- Methods of Motivating Students
- Developing Class Content Based on Student Needs and Interests, and Teacher Goals.
- Preventing Teacher Burn-out

CHERYL GRANBY FONTES

- Attitude Changes on the Part of Learners and Teachers
- Instuctor Burn-out
- Analyzing What Students Really Want
- Time-Management
- Developing Faculty Networks
- Being an Effective Listener and Discussion Leader

GRACIELA GILMAN

- Identifying Teacher Needs and Solving Instructional Problems
- Designing Examinations and Other Evaluation Methods
- Setting Clear Course Objectives

MARY ANN MERKER-BENTON

- Grantsmanship
- Community and Public Relations
- Organizing Art Shows
- Burn-out: Death and Dying Issues.
- Developing Challenging Arts Programming
- Use of Audio-Visual
- Approaches to Institutional Staff Inservices
- Use of Student Interns and Teacher Aids
- Motivation of Students with Sensory Loss

For information about the TLC program, contact Dick Bagwell (Ext. 75).

TIE-LINE:VISTA COLLEGE FACULTY JOURNAL

The college publishes a faculty journal, TIE-LINE, monthly during the academic year. Its content:

+ Articles on teaching and learning subjects especially relevant to teaching adult learners in a community outreach context.

+ Professional literature and other resources available through the college or elsewhere in the community.

+ News of the faculty's professional activities and accomplishments; also interviews and profiles.

+ Announcements and coverage of faculty development activities.

As a Vista faculty member, you are invited to contribute to TIE-LINE: articles, reviews, news of your activities. Dick Bagwell is the Editor.

Seminars and Workshops

A number of regular and special faculty events will take place during the coming year:

+ The annual Spring Faculty Seminar; a full day session.

+ Short (2-3 hour) workshops; topics to be announced.

+ Guest speakers

SPECIAL PAPERS

The FIPSE Project will be issuing some papers on specialized topics. Faculty members most directly concerned will receive them; they will be available on request to any interested instructors. The two in preparation are on teaching in convalescent hospitals, and teaching conversational foreign languages.

## PROFESSIONAL RESOURCE LIBRARY

The Learning Resources Library is located at 2020 Milvia St., in Room 203. The collection centers on teaching and learning, especially for adult learners, and includes books, periodicals, pamphlets and papers, and videotapes. A basic bibliography on teaching is on page 104. All these items are in the collection, plus additional material not listed.

You may use material there (there are more general reference books, as well) or check it out for home use. Estar Baur is the Librarian; Dick Bagwell can also help you.

## FACULTY SUPPORT GROUP

Teaching can be a stressful job, especially at Vista, where instructors don't have the immediate support services a conventional campus provides. Many of our instructors teach in institutional settings such as convalescent hospitals, with death and dying issues among students the norm.

It would be unreasonable to expect instructors not to respond emotionally; it is prudent for you to be aware of the problems of stress and burnout, and to notice when they impinge on your effectiveness.

There will be an on-going, drop-in faculty support group meeting during the academic year, led by Richard Epstein, a part-time Vista faculty member and liscensed counselor. Instructors are cordially invited to drop in and share light refreshments and concerns and problems connected with their Vista teaching roles. It will meet on Thursdays, 5:30-7 p.m., approximately every other week, at 2020 Milvia Street. Dates and times will be announced in TIE-LINE; or call Dick Bagwell.

We have a useful book on the subject of burnout in our library: Burnout: From Tedium to Personal Growth, Ayala Pines, Elliot Aronson and Ditsa Kafry, Free Press (Macmillan), New York, 1981.

# Support Services

AUDIO-VISUAL SERVICES AND EQUIPMENT

You can use Vista's audio-visual equipment in your class. However, there are limited amounts of some kinds of equipment; plan ahead and make your request well in advance.

To arrange for audio-visual services call 841-8431, Extension 26 between 8:00 a.m. and 4:45 p.m., Monday through Friday. You may pick up or return equipment in the evening until 9:00 p.m. by seeing the administrator on duty. Limited pick up and delivery services are available by prior arrangement.

Available Equipment: 16mm projectors, slide projectors, film strip projectors, screens, video cameras, video recorder/player, monitor, audio cassette player, opaque projectors, and flip charts.

Films: A Peralta District film catalog and Alameda County Office of Education catalog are available for examination at Vista. These catalogs contain a wide variety of films in many subject areas. If the film that you need is not among them, it may be obtainable from other resources, provided a request is made in advance.

Duplication of Audio-Vistual Materials: It is possible to arrange reproduction of audio tapes; contact the A-V office.

PRINTING AND DUPLICATING

To have teaching or course publicity materials duplicated in quantity (over 50 copies):

(1) Bring camera-ready copy to the Duplication Room, First Floor, to Don Kennedy.

(2) Fill out a duplication request form.

(3) Leave request, master copy and your telephone number, and discuss the neeeded date of completion with Don Kennedy. He files a copy of everything that he duplicates.

You may use the xerox machine in the Duplication Room yourself. To make an aggregate total of more than 50 copies, regardless of the number of originals, you must have a Request for Duplication Form approved by a dean or a coordinator of instruction. (For instance, six copies of a ten page document=60 copies, and requires an OK.)

If you have materials you wish to have typed, see your program planner or coordinator.

SUPPLIES

The Office of Instruction endeavors to provide necessary supplies for instructional support. Because of our limited budget it is necessary to keep close control on ordering instructional supplies. Some supplies such as ditto masters and paper are available and may be obtained in the Duplication Room. Other supplies that you need for your classes, such as books, art supplies, paper, etc., require written approval from your coordinator and the business manager.

So if you need things and want to purchase them expecting to be reimbursed, you must get prior approval from your coordinator. Otherwise, if you spend your own money, there is no guarantee that you will be compensated.

Art and Photography instructors have special arrangements for supplies purchase. See your coordinator for details.

COURSE PUBLICITY

All Vista courses are publicized through the college's regular channels, and in the Catalog, mailed to approximately 200,000 households in the District.

However, to ensure sufficient enrollment, you may find it advisable to do further course publicity such as mailers, posters and media releases on your own. The college will print material for this purpose (see above), and mail addressed material.

You can request advice from the Information Office (Fourth Floor) on such matters as flyer design and media contacts.

# Student Counseling & Services

Students often ask faculty for informal counseling at the class site. Many students want faculty opinions about career changes, skills needed for employment, job seeking information and other classes they may take. Faculty are encouraged to help students to the best of their ability, but realistically, time is limited and faculty may not have the answers to all questions. The following counseling resources are available at Vista. Please use them or refer students to them as appropriate.

## INDIVIDUAL COUNSELING SERVICES

Education/career consultants are available at Vista from 9:00 a.m. to 9:00 p.m. (see Directory). Refer students to these counselors for:

- career/life planning
- academic advising
- financial aid
- veterans' benefits
- cooperative education
- information about specific Vista programs and classes

## COUNSELING SERVICES AT CLASS SITES

If you have a group of students who have similar counseling needs, education/career counselors are available to visit your class at a mutually agreed upon time. They will work with you to provide appropriate counseling for students. Call one of the counselors listed in the directory to talk about counseling services at your site.

## SERVICES AND PROGRAMS FOR DISABLED STUDENTS

Disabled students may enroll in your class. Vista supports access to education for disabled students and provides assistance to enable self-sufficiency and independence. Many services are available for faculty and disabled students.

To obtain the following services for disabled students, please contact Beverly Hammer, Counselor/Enabler, or Mildred Stewart, Staff Assistant (see Directory):

* Consultation with faculty about teaching strategies that are especially helpful in working with disabled students
* Classroom interpreters for the deaf
* Registration assistance and note-takers for the motor-impaired
* Transportation for those unable to use public transportation
* Mobility assistance for the blind
* Work experience/job placement (vocational assessment, job preparation)
* Tutoring
* Personal and vocational counseling
* Adaptive equipment
* Taping and brailling of texts and classroom material (advance notice required)

The U. S. Government publishes The College Student With a Disability:A Faculty Handbook, which has much useful information. Copies are in the Professional Resource Library.

# TEACHING TIPS & TECHNIQUES

Most Vista faculty are working professionals in their fields, sharing their expertise by teaching part-time. Teaching is both an art and a science, it is said. Certainly careful thought and preparation, building on the collective experience and research of the profession, will make your teaching more effective--and more enjoyable.

In this section you'll find some material we think will be helpful. There are articles by some of your Vista colleagues on special topics. There are reprints of three articles from last year's TIE-LINE, the faculty journal. (Watch for additional useful material in the coming issues.) There are seven "Innovation Abstracts," the one-sheet papers published by the University of Texas. There are over 50 in this series now, and new ones continue to arrive. We have copies of the entire set available for you, and an index, in the Resource Library.

## TEACHING AT VISTA

There is no one best way to teach at Vista. The diversity of course content and student characteristics require the faculty to tailor each course to the clientle. You must be sensitive to adult learners' behavior and learning needs, flexible in offering alternative ways for adults to learn, and analytical about what teaching methods work best with adults.

The instructor is viewed as a "peer specialist" by adult learners--a different perspective of instructors than held by younger students in traditional colleges, where faculty are viewed as "older authorities."

Here are some basic procedures and principles:

1. Establish an environment of trust with students so that they feel comfortable about participating. Many adults are unconfortable about "coming back to school."

2. Respect the prior learning of adult students. Ask them to contribute what they already know and can do to your course objectives and activities.

3. Assess the learning objectives of students at the beginning and throughout the course.

4. Provide students with clear course objectives, course requirements, and grading policies.

5. Develop evaluation criteria to see if the course is meeting the learning objectives. This means getting feedback from students throughout the course, and then being flexible about changing teaching techniques.

6. Be aware that adult family and work responsibilities are competing with your class activities, and be ready to figure out ways that your students can make up missed time and assignments.

# THE MODIFIED JOHNSON APPROACH: HELPING THE ADULT LEARNER

or

# "FIRST COURSE BLUES"

by Bob Case

It's your first Vista class assignment. You have received little or no instruction on how to teach but you know your subject. This occurs with regularity at Vista--don't be alarmed if it happens to you. But the question remains: How do I proceed?

There are many methods--many accepted and experimental ways a teacher can facilitate learning. If you have not had a chance to develop your own here is one you might try. This method is based on a self-instruction method used by Rita and Stuart Johnson. The components are detailed in their book Toward Individualized Learning (Addison Wesley).

I have adapted the Johnson and Johnson model to meet some of our particular needs. This is a step by step process as follows:

1) Define the objectives and sub-objectives specifically. What is to be learned? [Also see the following article, "The Course Outline".]

2) Design input (teaching materials--written and visual) that will explain and provide material to help the learner accomplish these objectives.

3) Allow for exercise. After the learners understand what is to be learned or accomplished and after you have provided them with some supporting material and explanation, allow the learners to practice learning or meeting the objective through designed exercises.

4) Provide feedback to the student. Be especially quick to show what they did correctly in the exercises. Use this as a positive time to increase self directed learning--don't be over-critical or turn them off--above all don't leave them with nothing! When they accomplish a specific objective or task congratulate them and send them on to more accomplishments.

5) Test on the objectives. Use only these criteria for evaluation.

Let us expand on this process. The first step is to define what the learning objectives are for the course. What should the students be able to do, produce, know or feel after the course segment. Often the final

exam--if you use one--is helpful in drawing up the list of course objectives. In many types of classes it is advantageous to have the students participate in completing a list of course objectives on the first class night as you assess their wants and needs.

These objectives can be task oriented, behavioral or academic. The only criteria is: are they what should be learned--what the students want and need? With these guidelines you can see this approach can be used in nearly any type of class. As an example I have included a list of course objectives from one of my classes [A Week in the Woods, ES48S].

After you and your class have defined the objectives, design your class meetings--lectures, discussions, laboratories, field trips, etc.--to provide input into the defined objective areas. This is an important consideration. Working with adults you must assist learners. Our students want to learn. Design material and time to facilitate learning. The idea of the input component is to provide the learner with information to help them meet the objectives. Too often teachers feel this is the only component in teaching. As a result information is merely presented in a straight lecture format and learning is not maximized.

Don't forget you are dealing with people who have a wealth of knowledge; allow them to provide some input. In many cases they can also help you with facilities and materials.

The third component, exercise, gives the student a chance to try and use some of the knowledge and skill they have been acquiring. This is an essential and often overlooked part of teaching and learning. How can a student jump the hurdle if the only time the student sees the hurdle or has a chance to jump it is the final exam!

Teachers can provide learners with chances for exercise during a lecture, as outside "homework", in a work or laboratory session or in many other ways. With well placed questions, and exercises with personalized meaning and application the amount of learning increases tremendously.

Exercise is one of the most essential and forgotten components in education. Our students are adult learners--people that learn by experience. We must help provide some of those experiences to facilitate learning.

There are numerous ways a teacher can facilitate these learning exercises including bringing materials to class for construction, critique or observation, and using audiovisual materials requiring written or verbal responses to all or parts. One point is critical. At this stage of the learning process the teacher must allow the students to teach themselves, as individuals or in groups. They are exercising. It does them little good for you to provide the quick answer, to jump through the hoop for them.

After the exercise or during the exercise in well placed points the teacher must provide feedback. This is the answer to the question,"How did I do?" Encouragement and noting the positive are important followups

to the exercise. This stage is very critical because it 1) Helps you and the learner assess needs and shortcomings; 2) Helps you evaluate the effectiveness of your teaching; 3) Helps the learner obtain a sense of accomplishment and satisfaction. This last point is very important. Stacks of literature conclude the adult learner wants more immediate and practical use of material learned than do younger learners. The time is now and they want to get it straight. Orient your feedback toward student mastery of the objectives. If these aren't being met, repeat the learning exercises or approach the material in a different way.

The last major component of the Johnson & Johnson model is the evaluation or post-test. The rules are simple. If you have prepared the objectives clearly, provided sufficient input materials, designed and allowed for sufficient exercise and directed learners with your feedback in the right areas to meet the objectives, the students will complete the objectives. This is true for at least 90% of the students, 90% of the time <u>if you test on your objectives.</u> No tricks, no "I thought I would catch you." In other words don't make learning a blind game.

Use this formula: 1) Define the objectives; 2) Help them meet the objectives with input, exercise and feedback and 3) Test them on the objectives. It's not the only way for teachers to teach, but it is one of the most effective ways for students to learn.

# A WEEK IN THE WOODS COURSE
## OBJECTIVES

MAJOR OBJECTIVES OR OUTCOMES

I. THE STUDENT WILL BE ABLE TO DESCRIBE THE DIVERSITY OF LIFE THAT EXISTS IN THE NORTH COASTAL REGION OF CALIFORNIA AND HOW THIS LIFE IS AN IRREPLACEABLE RESOURCE.

II. THE STUDENT WILL BE ABLE TO DESCRIBE HOW THE ANIMALS AND PLANTS OF THE NORTH COASTAL REGION INTERRELATE TO THEIR PHYSICAL ENVIRONMENT AND HOW THE ENVIRONMENT HAS BEEN DIRECTLY AND INDIRECTLY EFFECTED BY HUMAN ACTIVITY.

III. THE STUDENT WILL BE ABLE TO RECOGNIZE ENVIRONMENTAL ABUSE THAT HAS TAKEN PLACE IN THE NORTH COASTAL REGION ( POOR LOGGING PRACTICES, OVERGRAZING AND LITTERING) AND PRESCRIBE METHODS OF ELIMINATING THESE PROBLEMS.

SUB-OBJECTIVES

1. THE STUDENT WILL BE ABLE TO DEFINE THE PHYSICAL ENVIRONMENT OF FOUR MAJOR HABITATS VISITED ON FIELD TRIPS.

2. THE STUDENT WILL BE ABLE TO OUTLINE THE LIFE HISTORY OF THREE PLANTS AND FIVE ANIMALS FOUND AT EACH OF FOUR AREAS OR COMMUNITIES VISITED ( REDWOOD FOREST, COASTAL PRAIRIE, RIPARIAN FRESHWATER, AND ROCKY INTERTIDAL)

3. THE STUDENT WILL BE ABLE TO DIFFERIENTIATE AND LIST EXAMPLES OF THE MAJOR PHYLA OF PLANTS INCLUDING THE THREE MAJOR PHYLA OF MARINE ALGAE, AND MAJOR GROUPS OF TRACHEOPHYTE PLANTS, INCLUDING FERNS, GYMNOSPERMS, AND DICOT AND MONOCOT ANGIOSPERMS.

4. THE STUDENT WILL BE ABLE TO LIST, IDENTIFY, AND GIVE AN EXAMPLE FOR SEVEN INVERTEBRATE PHYLA AND FIVE CLASSES WITHIN TWO OF THOSE PHYLA.

5. THE STUDENT WILL BE ABLE TO LIST AND GIVE TWO EXAMPLES OF EACH PHYLA OF VERTEBRATE ANIMAL THAT DWELL IN THE NORTH COASTAL REGION.

6. THE STUDENT WILL BE ABLE TO LIST AND DEFINE WITH AT LEAST TWOEXAMPLES EACH THE MAJOR (THREE) ROCK TYPES AND DISCUSS THEIR FORMATION IN RELATION TO PLATE TECTONICS.

7. THE STUDENT WILL BE ABLE TO DEFINE THE TERM ECOLOGY.

8. THE STUDENT WILL BE ABLE TOCONSTRUCT TWO SIMPLE NORTH COAST FOOD CHAINS AND ONE THEORETICAL FOOD WEB THAT COULD EXIST AT ANY ONE OF THE FOUR HABITATS VISITED AND DISCUSS TROPHIC LEVELS AND NUTRIENT RECYCLING.

9. THE STUDENT WILL BE ABLE TO DISCUSS THE CONCEPT OF CARRYING CAPACITY AND DESCRIBE THE EFFECTS OF OVERGRAZING IN THE NORTH COAST AREA.
10. THE STUDENT WILL BE ABLE TO RECOGNIZE BEGINNING AND ADVANCED STATES OF OVERGRAZING AND PRESCRIBE LOCAL AND GOVERNMENTAL WAYS TO CURTAIL THIS PRACTICE.
11. THE STUDENT WILL BE ABLE TO DESCRIBE HOW POOR LOGGING PRACTICES HAVE ADVERSELY EFFECTED THE NORTH COASTAL REGION AND POSSIBLE WAYS THIS COULD BE CHANGED.
12. THE STUDENT WILL BE ABLE TO LIST AND DISCUSS THE POSITIVE AND NEGATIVE ATTRIBUTES TO DAM CONSTRUCTION IN THE NORTH COAST AREA.
13. THE STUDENT WILL BE ABLE TO DESCRIBE HOW THE BEAUTY OF THE NORTH COAST AREA CAN BE COUNTED AS A DEFINITE ECONOMIC RESOURCE AS WELL AS A REFUGE FOR RECREATING HUMAN MINDS AND ENERGIES, AND PRESCRIBE METHODS OF CONSERVING THIS RESOURCE.

SOME ADDITIONAL FACTS ABOUT THE COURSE
TOTAL COST FOR ROOM AND BOARD SUNDAY NIGHT TO SATURDAY MORN $104.00

THIS DOES NOT INCLUDE GAS TO OR SOJOURNS FROM THE CAZADERO SITE. (CARPOOL)
IN ADDITION A $5.00 fee will be charged for materials, payable to BOB CASE
I will return any money left over after I buy materials we will use in class.

A FEW USEFUL BOOKS
PACIFIC COASTAL WILDLIFE REGION YOCOM AND DASMANN NATUREGRAPH
GOLDEN FIELD GUIDE SERIES
- TREES OF NORTH AMERICA BROCK MAN
- BIRDS OF NORTH AMERICA ROBBINS
- SEASHELLS OF NORTH AMERICA ABBOTT

PETERSON FIELD GUIDE SERIES
- PACIFIC STATES WILD FLOWERS NEIHAUS
- WESTERN REPTILES AND AMPHIBIANS STEBBINS
- WESTERN BIRDS PETERSON

## THE COURSE OUTLINE

The course outline is a very important document, listing specific information about the course--number, catalog descrisption, etc.--and defining the very substance of the learning experience: the content, the methods of instruction, and the text. Two good sample course outlines, each three pages long, are on the following pages.

PERFORMANCE OBJECTIVES

Setting clear objectives is a key step in developing a course:

1. You know what you are trying to accomplish.

2. Your students know what is expected of them.

3. You can prepare the presentation of course content when you know what you are trying to do.

4. You will know when you have done what you set out to do.

Notice that the performance objectives stated on the sample outlines tell what a student should be able to do as a result of the course. Statements are written with an action word: "Learners will be able to describe, demonstrate, identify, develop, list, write, discuss, construct," etc.

Roger Mager defines and illustrates the importance of objectives in his excellent book, Preparing Instructional Objectives, Fearon Publishers, Belmont, California (page 6.) The book is available in the Resource Library.

> "A course description tells you something about the content and procedures of a course; a course objective describes a desired outcome of a course. Perhaps the sketch below will help make the distinction clear.

"Whereas an objective tells what the learner is to be like as a result of some learning experiences, the course description tells only what the course is about.

The distinction is quite important, because a course description does not explain what will be accepted as adequate achievement; it does not confide to the learner the rules of the game. Though a course description might tell the learner which field he will be playing on, it doesn't tell him where the foul lines are, where the goalposts are located, or how he will know when he has scored."

## PERALTA COMMUNITY COLLEGE DISTRICT

## COURSE OUTLINE

**Instructions:** *Use Continuation Sheet if additional space is needed.*

COLLEGE: Vista — TERM COURSE TO BE OFFERED: Fall, '80

ORIGINATOR: Joyce Terry, RN — DIVISION/DEPARTMENT: Nursing

DATE: 5/30/78

I. DEPARTMENT, COURSE NUMBER, and TITLE:

Nursing 048H - Psycho-Social Aspects of Aging

II. COURSE CID # _____ USOE # _____ DOT # (s) _____
(- - - - - - - - - - - - - - - - Occupational Courses Only - - - - - - - - - - - - - - - - -)

III. UNITS 1.0 HRS/WK LEC. 3 HRS/WK LAB -

COURSE LENGTH: SEMESTER ☐ QUARTER ☐ SHORT-TERM (Specify number of weeks) 6 wks

IV. CATALOG DESCRIPTION:

This course is designed to: 1. increase the learner's awareness of the multiple psychological, social and emotional needs of the elderly, and to increase the learner's ability to respond to these needs 2. increase the learner's knowledge about the normal process of aging and 3. nullify negative sterotypes and myths about elders.

V. REQUIRED BACKGROUND:
(List any experience, prerequisites, or corequisites necessary to enroll in this course)

No prerequsites



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## COURSE OUTLINE (Continued)

COLLEGE: Vista TERM COURSE TO BE OFFERED: Fall '78

ORIGINATOR: Joyce Terry, RN. DIVISION/DEPARTMENT: Nursing

DEPARTMENT, COURSE NUMBER and TITLE: Nsg. 048H - Psycho-Social Aspects of Aging

VI. LIST PERFORMANCE OBJECTIVES FOR COURSE:
(Specify what the student will be able to DO. What is the student DOING when he has achieved the objective(s)?

1. Identify (list) four basic needs of man.
2. List four sterotypes or myths about the elderly.
3. Write at least three role changes experienced by the elderly.
4. Describe four normal physical changes that occur in the aging process.
5. Identify five losses (not sensory) the elderly may experience, and explain one action the learner may choose in order to assist the elderly in coping with each loss.
6. Describe the sensory losses that the elderly may face and mention at least one appropriate action for each sensory loss.
7. Be familiar with the "Patients' Rights" and state the possible action the learner could take if these rights are not fulfilled.
8. Identify five disease or conditions and the special psychological, sociological or emotional problems that the patient may experience as a result. List at least one action the learner could take for each of the problems.
9. List three measures or actions the learner can take to assist the patient and/or his family as they face the reality of approaching death.
10. Briefly describe remotivation, resocialization, reality orientation and reminiscing.
11. Write a short care study and present orally to the class. (See worksheet #4)

VII. COURSE CONTENT:
(List the major topics in the order they will be presented)

Basic needs of man
Myths and sterotypes associated with aging
Role changes of adults
Normal physical changes of older adults
Losses - psycho/social and physical
Common conditions and the special psycho/social/emotional needs of each
Needs of the terminally ill
Remotivation, resocialization and reality orientation
Patients' Rights



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## COURSE OUTLINE (Continued)

COLLEGE: PCNS TERM COURSE TO BE OFFERED: Fall, '78

ORIGINATOR: Joyce Terry, RN DIVISION/DEPARTMENT: Nsg.

DEPARTMENT, COURSE NUMBER, and TITLE: Nsg. 048H - Psycho-Social Aspects of Aging

VIII. METHODS OF INSTRUCTION:
(List the methods to be used to present the course content)

Worksheets, Audio-visuals, role-playing, at-home assignments, small group discussions, lecture, individual case studies, oral and written presentations, panel discussion

IX. STUDENT EVALUATION:
(List the methods to be used to measure student progress in achieving the COURSE OBJECTIVES listed in Item VI )

Completion of worksheets
Presentation of case study
Class participation

X. TEXTS, REFERENCES, MATERIAL:
(List textbooks, readings, and materials all students are required to provide)

"How to Put JOY into Geriatric Care", Nancy Fox, Geriatric Press ($1.85)
Worksheets (4 pages) provided
Syllabus (6 pages) provided



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**PERALTA COMMUNITY COLLEGE DISTRICT**

**COURSE OUTLINE**

**Instructions:** *Use Continuation Sheet if additional space is needed.*

COLLEGE: Vista — TERM COURSE TO BE OFFERED: Fall '80

ORIGINATOR: Michael Mills — DIVISION/DEPARTMENT: Biology

DATE: 3/14/80

I. DEPARTMENT, COURSE NUMBER, and TITLE: BIOLOGY 022 - Biology of the Marine Environment

II. COURSE CID #_____ USOE #_____ DOT # (s)_____
(---------- Occupational Courses Only ----------)

III. UNITS 2.0 - 3 HRS/WK LEC. 2.0 HRS/WK LAB 1 - 3

COURSE LENGTH: SEMESTER [X] QUARTER [ ] SHORT-TERM (Specify number of weeks) [ ]

IV. CATALOG DESCRIPTION:

A survey of the marine environment and its forms of plant and animal life. All major phyla are covered from a toxomonic view in relation to their role in marine ecosystems.

Week-end field trips to local marine habitants. Field trips are optional and are open to students who desire the one unit of lab credit.

V. REQUIRED BACKGROUND:
(List any experience, prerequisites, or corequisites necessary to enroll in this course)

None



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## COURSE OUTLINE (Continued)

COLLEGE: Vista TERM COURSE TO BE OFFERED: Fall '80

ORIGINATOR: Michael Mills DIVISION/DEPARTMENT: Biology

DEPARTMENT, COURSE NUMBER and TITLE: Biology of the Marine Environment

VI. LIST PERFORMANCE OBJECTIVES FOR COURSE:
(Specify what the student will be able to DO. What is the student DOING when he has achieved the objective(s)?

1. Identify quantitatively and qualitatively the various types of marine environments in terms of physical factors.
2. Characterize major phyla of marine organisms and the specific marine environments they inhabit.
3. Discuss the role of at least two organisms from each phylum play in the ecosystem.
4. List factors important to ocean productivity and how humans have effected ocean productivity.
5. Construct food chains and food webs that occur in the marine environment.
6. Describe how one can take positive action to prevent marine environment abuse.

VII. COURSE CONTENT:
(List the major topics in the order they will be presented)

1. Physical factors in marine environments.
2. Marine geography and habitant characterizations.
3. Basic marine ecology-food chains and food webs.
4. Major marine phyla - plants.
5. Major phyla of marine invertebrate.
   a. Biology
   b. roles and functions
   c. Exploitation
6. Marine vertebrates - biology and exploitation
7. Marine ecosystems - importance and fragility
8. Marine pollution and abuse
9. Aquaculture and plankton harvest.
10. Local marine problems and future.

## COURSE OUTLINE (Continued)

COLLEGE: Vista TERM COURSE TO BE OFFERED: Fall, '80

ORIGINATOR: Michael Mills DIVISION/DEPARTMENT: Biology

DEPARTMENT, COURSE NUMBER, and TITLE: Biology of the Marine Environment

VIII. METHODS OF INSTRUCTION:
(List the methods to be used to present the course content)

Lectures
Self-instructional work-sheets
Field trips to aquaium and local marine environments
Films

IX. STUDENT EVALUATION:
(List the methods to be used to measure student progress in achieving the COURSE OBJECTIVES listed in Item VI )

Attendance
Mid-term and final exams.
Field trip attendance and work-sheets
Weekly current topic assignments
Self evaluation and comparison of what they know before they entered
Class - what they wanted to learn and what they learned.

X. TEXTS, REFERENCES, MATERIAL:
(List textbooks, readings, and materials all students are required to provide)



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## COURSE OVERVIEW STATEMENTS INCLUDING GRADING REQUIREMENTS

It is recommended that instructors prepare a course overview statement (first class session handout) which gives students the following information.

Details about the course:

Instructor's name
Official course title and number, units of credit
Time and dates of class meetings (note any holiday information)

Course information which includes:

Description
Objectives
Topical outline
Required textbooks and materials
Grading requirements

Samples of such course overview statements are included on the following pages:

A course offered for Credit/No Credit Only:

Biology 48, Beekeeping, page 74.

A course offered for Letter Grade Only:

Economics 1A, Principles of Economics, page 75.

Courses offered for Either Letter Grade or Credit/No Credit:

Art 48, Introduction to Ceramics, page 77.
Community Social Services 35, Training for Nursing Home Ombudsmen, page 79.
Environmental Studies 48, Oceanus (A course by television), page 83.
Government and Politics 48, Current World Problems, page 83.

Sample: Course given for credit/no credit only

## COURSE OVERVIEW

## BIOLOGY 48: BEEKEEPING

Instructor: Julie Wang
A 9-hour class: 3 sessions, 9:00-12:00 a.m.
Saturdays: October 3, 10, 17
.5 units credit

### Course Description:

An intensive course in the practical aspects of beekeeping for home production of honey and pollination of vegetable and fruit crops. Emphasis is placed on how to obtain greater production from bee colonies and special problems of raising bees in urban enviroments.

### Course Objectives:

Upon completion of the course, students will have a working knowledge of the basic principles of beekeeping, practical experience in hive management and honey production, and the skills necessary for maintaining bee colonies in their own yard.

### Course Content:

1. Biology of the domesticated bee: anatomy and psysiology, social order and life cycles.
2. The bee hive: principles of construction and operation.
3. Bee management: techniques and schedules for year round management of the colony for greater honey production. Proper use of tools and equipment.
4. Honey production: encouraging food production through proper siting of the hive and management of the colony; methods of honey extraction, filtration and preservation.
5. Commercial aspects: methods of generating income through small scale production of honey and wax from hives.

### Grading Policy:

This course is offered on a credit/no credit basis. Those who attend all class sessions, participate in class activities and out of class assignments, and successfully pass an oral examination at the close of class will receive a credit (CR) grade.

Sample: Course for
Letter Grade only

## COURSE OVERVIEW

## ECONOMICS 1A: PRINCIPLES OF ECONOMICS (MACRO-ECONOMICS)

Instructor: Pilar Sanchez
3 units; 18 class sessions
7-10 p.m. Wednesdays, 9/981-1/17/82

Description:

Basic economic methodology used in traditional and radical analysis of the capitalist macro-economic system; measurement of national income and product; stabilization of employment, output, prices; introduction to balance of payments. Required for transfer majors in business administration, economics, history and political science. Recommended for transfer majors in sociology. Required background of experience: English/writing skills at level of English 1A, or consent on instructor.

1. The foundations of economic analysis (4 weeks)

2. National income, employment, and economic growth; inflation and deflation; money and the banking system; economic fluctuations; monetary and fiscal policy (12 weeks)

3. Taxation and the public economy (2 weeks)

Method:

1. The text provides basic information and continuity.

2. Class meetings are devoted to lecture, discussion of assigned readings and current economic issues, and analysis of economic problems.

3. Audio-visual aids including films, film strips and charts are used to emphasize major points.

4. Every attempt is made to encourage student participation and develop critical thinking.

5. When possible and convenient guest speakers, representing economic institutions, are utilized. Field trips can also serve an important function.

Methods of Evaluation:

1. Examinations--a series of eight to ten short take home examinations.

2. One five to ten page book critique (or)

3. An in-class 20 minute oral presentation on book in area of economic problems and policy.

Grading:

This course is offered for letter grade only. Students do not have the option to take the class for credit/no credit.

At the end of the course, grades will be assigned on the following definitions:

| Grade | Points | Definition |
|---|---|---|
| A | 4 | Excellent |
| B | 3 | Good |
| C | 2 | Satisfactory |
| D | 1 | Passing; less than satisfactory |
| F | 0 | Failing |
| W | 0 | Withdrawal (Students who withdraw before the end of the 4th week will not have a "W" recorded on their transcripts.) |

Textbooks and References:

A. Textbooks:

1. Hunt, E. K. and Howard J. Sherman. Economics, 2nd ed. New York: Harper and Row, 1975.

2. In addition to the text, students are provided with extensive duplicated materials including studies and supplementary information on economic subjects.

B. References:

1. Economic Report of the President. Washington, D. C. Superintendent of Documents, U.S. Government Printing Office.

2. Wall Street Journal.

   Monthly Review.

Sample: Course given for either letter grade or credit/no credit.

## COURSE OVERVIEW

## ART 48: INTRODUCTION TO CERAMICS

Instructor: Sandy Dresden
1.5 units; 18 3-hour sessions

Course Description:

An introductory course offered for anyone interested in learning or reviewing handbuilding techniques, basic glazing and firing information. The construction methods to be demonstrated include: coil, pinch, slab, press and hump molds. Once the student has demonstrated an ability to use these techniques, he/she will be encouraged to explore individual projects. The emphasis is on using clay as a creative medium for personal and artistic expression.

Course Objectives:

1. The student will have a basic knowledge of the composition of clay and its derivation.

2. The student will have a working knowledge of the various characteristics of low fire clay. These include: The manageability of clay at various stages of drying, cracking, shinkage, recycling, molecular change during firing, porosity.

3. The student will demonstrate an ability to use each of the construction methods--coil, pinch, slab, press and hump molds--to build objects that stay intact and do not crack during firing.

4. The student will be able to use both glazes and underglazes in appropriate ways to obtain desired effects. They will also have a basic knowledge of the relationship between glazes, clay and the firing process.

5. Each student will experience, at least once, the entire firing process from loading the kiln to unloading it.

6. The student will be offered an environment where self-expression and imagination is encouraged and initiative plus methods of trial and error are rewarded.

Grades:

The students are given 10 required projects and then encouraged to pursue their own direction through individual projects.

To receive a grade of A: Completion of all 10 projects plus an individual project.

To receive a grade of B: Completion of all 10 projects.

To receive a C or Credit: Participation in the work sessions each week.

To receive a letter grade of A or B the student may not miss more than 2 class sessions without the consent of the instructor. To receive a C or credit the student may not miss more than 3 classes without the consent of the instructor. Prior to the fourth week, students will inform the instructor if they wish to take the class for a letter grade or for credit.

Sample: Course given for either letter grade or credit/no credit

## COURSE OVERVIEW

## CSS 35: TRAINING FOR NURSING HOME OMBUDSMEN

Instructor: Jessie Rogers
2 units: 12 3-hour sessions

### Course Description:

Training seminar for volunteers who would like to become nursing home ombudsmen or be more familiar with ombudsman techniques. Emphasis on characteristics and regulations of nursing homes, needs and rights of residents; skills in communication and problem solving for mediation and complaint resolution.

### Course Objectives:

Students will be able to:

1) recognize the complexity of regulations and pressures involved in giving good nursing home care.
2) state the major sources of conflict among staff and residents
3) demonstrate basic testing skills and problem solving techniques

### Course Outline:

Background of Ombudsman Program
- Local History
- State and Federal Programs

Understanding Nursing Homes
- History and Structure
- Personnel

Regulations, Licensing and Inspection

Overview of the Aging Process
- Psychological Aspects
- Psychosocial Aspects

Role of the Ombudsman
- Job Description
- Problems and Concerns

The Complaint Process
- Objective Evaluation
- Investigation Process
- Documentation
- Getting Assistance

Problems of the Institutionalized Elderly
- Emotional
- Physical
- OBS - Chronic and Reversible

The Administrator's Perspective
- Panel of Nursing Home Staff

Resident Rights
- When to be an Advocate

Communication Skills
- Techniques for Listening, Interpreting, Summarizing and Interviewing

Options to Institutionalization
- How to Find Community Resources
- Using Resources Within Nursing Homes

MediCal and Medicare

Grades

This course is offered for a letter grade (ABC) or for credit (CR). If you intend to transfer this course to a four year college, you may want to take the course for a letter grade. If not, taking the course on credit/no credit basis may be appropriate for you. You will be asked at the end of the second class session which grading option you prefer.

Requirements for credit (CR): Attendance and participation in class activities. Limited excused absences will be permitted.

Requirements for letter grade: Additional assignments such as readings, field study and reports. An individualized plan will be agreed upon between student and instructor.

Sample: Course by Television for letter grade or credit / no credit

# VISTA COLLEGE

OFFICES, 2020 MILVIA STREET, SUITE 200
BERKELEY, CALIFORNIA 94704 • (415) 841-8431

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Dear Oceanus Student: [Students's Name]

Bi-weekly quizzes for Oceanus, Enviromental Studies 48, covering about four programs, will be mailed to you. Please complete the quizzes within a week and mail them back to me at Vista, 2020 Milvia Street, Berkeley, 94704. These quizzes make up a significant portion of your grade and will keep you on your toes. Remember, they are open book so you should be able to answer most of them correctly. (See grading requirements listed on back of this letter).

The mid-term exam will be administered by me at Vista College on Saturday morning, April 25 and the final at Vista on Saturday morning June 21st. Under special circumstances ;ou can take these exams at other times but you must contact me first!

The field trips will be optional and it would be possible to get an A if you did not attend. One will be to the California Academy of Science - Steinhardt Aquarium and the other will be to a tidepooling area. I will give you specifics later.

Attendance will be worth 25 points for each trip and the worksheet handout will be worth 25 points if completed for each trip. I will mail a handout on the Aquarium and you can get the 50 points if you complete it and mail it back to me.

The important things about this class are timing and communication.

1. Keep up with your assignment and program broadcasts.
2. If you have any questions, problems or just want to rap about the ocean please phone me at Vista College, 540-8131 and leave a message. Also let me know when and what number I can reach you. Keep in touch and good luck.

Sincerely,

Bill Johnson
Instructor of Record
Oceanus: Environmental Studies 48

## Grading Requirements

The course may be taken on a credit/no credit basis or the class may be taken for a grade. You will be asked on what basis you wish to be graded. (Letter grade or CR grade) by the end of the third week of the course.

Grading and the assignment of credit will be based on your performance on quizzes, tests and field attendance and worksheets. The following is a point breakdown for the various requirements.

| | |
|---|---|
| Biweekly Quizzes | 330 points possible |
| Midterm exam | 100 points possible |
| Final Exam | 200 points possible |
| *Field Attendance | 50 points possible |
| *Field Worksheet | 50 points possible |
| | 730 |

*Optional

Grades and credit will be assigned on your total points accumulated in the class.

A = 600 - 730 total points
B = 500 - 600 total points
C = 375 - 500 total points
CR = 350 or over
NCR = 340 or less
W = Drop or non contact

Sample: Course given for either letter grade or credit/no credit.

## GOVERNMENT AND POLITICS 48: CURRENT WORLD PROBLEMS

### COURSE OVERVIEW

Instructor: Steven Watson
3 units credit

Course Description:

War! Peace! Energy! Why do nations go to war? Is it possible to have a lasting peace? How crucial is energy to social and economic development? This course explores these and related issues in order to understand their impact on today's world.

Course Objective:

Upon completion of this class you should:

1) Understand several different theories of why nations go to war and be able to apply them to historic, current and future situations;

2) Understand various peace strategies and why some succeed and some fail;

3) Understand the importance of energy in socio-economic development, and why some nations are prosperous, why some nations are barely survivors, and some prospects for the future.

Class Meetings:

The class meets every Wednesday night from 7:00 to 10:00 p.m. in Moffett 108.

Attendance:

Because this class depends heavily upon your involvement in games and exercises and because we will be showing several films and having guest speakers, your regular attendance is essential. Several absences may result in either a reduced grade or ultimately in your removal from the class roster.

Grading Policy:

This class may be taken either for a letter grade or for credit/no credit. You are urged to give this matter serious consideration. If you intend to transfer this course to a 4-year college or wish to major in political science or a related major, then you should consider taking this course for a letter grade. If you do not intend to do any of the above, then you may want to consider taking the course on a credit/no credit basis. In either instance the requirements are as follows:

a. Letter grade (ABC): Completion of several quizzes, a midterm and a final examination; a written project on a subject agreed to by you and the instructor may be substituted for the midterm and final exam

b Credit/No Credit: Regular attendance and completion of several quizzes. Failure to attend regularly or to complete the quizzes may result in receiving non-credit

Office Hours:

I am available on Wednesday nights one hour before class and for as long as you want after class. I can be reached at Vista College, 841-8431. Leave a message if I'm not there and I'll call you. I encourage you to talk with me if you have any questions.

# THE FIRST CLASS SESSION

by Peggy Alter

The first class meeting is uniquely important for us as Vista College instructors. Those whom we instruct are generally adults. Many of them are working full time jobs. They enroll in Vista College courses for a variety of reasons: to upgrade their present skills and information, to acquire skills and information in a field new to them because of personal interest or for a possible job change, to develop themselves personally, or to develop a special interest for leisure hours. Many take classes during their noon hour, on release time, or after a full day of work, and for them time is scarce and precious. Some Vista students have not been in a classroom for many years and bring with them both hope and apprehension. I believe that in the first session we must meet two specific challenges: to help students feel comfortable in a classroom setting, and to demonstrate to them that the class will cover the skills and information they need.

I suggest three goals for the first class session: first, to involve students with each other; second, to involve students with the course material; and third, to demonstrate a sense of direction and purpose for the class. These three goals meet the challenges mentioned above. Involving students with one another enhances comfort in a classroom situation. I have found that it also enhances attendance. When students know and like each other as well as the instructor, they are more likely to continue in a class and more likely to attend regularly. As I involve people with each other, I generally involve them with the curriculum at the same time. This immediately communicates my intent of direction and purpose for the class. The three goals for session one are interrelated, and they are surprisingly easy to accomplish.

## ARRANGING THE PHYSICAL SETTING

More and more instructors are realizing the importance of the physical setting of a room. For example, a room arranged in straight rows of chairs facing the front--ie. the traditional classroom--implies an authoritarian classroom in which only the instructor has anything important to say. Ideally, the desks, chairs, or tables in a classroom will be movable. I find arranging these in a horseshoe or U-shape offers the most flexibility. This allows students several types of learning activity: they can face each other for general discussion, work in small groups, or face the instructor to attend a lecture. Arranging desks in a circle, with two or three layers if the class is very large, also suggests student involvement. This model lends itself nicely to discussion and small group work. Some instructors using the circle lecture

"in-the-round" when a lecture is required.

INVOLVING STUDENTS

Many instructors, recalling high school and college days, are tempted to begin the first class with a lecture. I suggest that the first fifteen minutes of that lecture largely will be wasted, that the audience is not likely to be focused and attending immediately. It is certainly important to have in mind material to be covered in the first session, but it is also important to involve students sufficiently so that they receive the information offered. Depending on the type of class there are several ways of accomplishing this.

1. Opinion Questions. An instructor can pose several open-ended, opinion type questions which enable the students to begin thinking in the direction a lecture will take. A class can be divided into groups of three or four to discuss the questions for five minutes.

If, for example, an instructor in a class on managing travel might ask, "What kinds of happenings, in your opinion, make travel interesting?" In a management-supervision leadership class, students could discuss the following, "In your experience, what are the qualities that constitute good supervision, and what are those that constitute bad supervision?" The questions might focus on what students hope to get from the class. For example, a speed reading instructor might ask, "What kinds of reading do you need or want to do? How would you describe yourself as a reader? What areas of reading seem to present the most problems for you?"

The second step of the process can be handled in two ways. After students regroup into a single unit, the instructor can simply begin a lecture or ask for and record their responses to the questions on the blackboard. Each of these methods heighten student interest and anticipation.

2. Problem solving. If the curriculum lends itself to problem solving, that is an excellent method of involving students with each other and launching them into curriculum. One way to do this is through case studies. For example, if the class deals with stress management, the instructor can present a case to the class in which a person unintentionally increases his/her stress. Small work groups can decide what needs to be done and can report their answers when the class reconvenes as a total unit. A second method by which an instructor can introduce problem solving is by giving small work groups a series of questions. For example, in a management class, the instructor could pose the following question for problem solving: "In an office you have just been appointed to supervise, two workers are not speaking to each other. What possible ways can this be handled?"

3. Exercises. In skills classes such as mathematics and English, still another device can be used by creating an exercise for two or three students to do together which introduces them to the curriculum being studied.

USING SMALL GROUPS

My emphasis on small groups, which need only be two or three in a small class, is intended to give each student a chance to contribute and to make a commitment to the class. In a small class an instructor may take reports from every student or, in a large class, may hear from a spokesperson of each group. It is important for the instructor to acknowledge contributions offered by a nod, a brief remark, or a reflection of the statement.

These beginning exercises do a great deal to achieve involvement of students with each other, and with the curriculum as well. They also demonstrate to students the instructor's sense of purpose and direction. My choice is to begin by involving students with content before I introduce the class formally. Formal presentation of the purpose and direction of the class can be done by giving students one or two sheets of paper listing the textbook, class requirements, and the topics to be covered according to the dates of the class meetings. [Also see "Course Overview Statements, page 73.] These sheets can be read aloud and elaborated on by the instructor, or read silently by the students. Students and instructor can conclude the class by discussing the proposed content.

## ASSESSMENT OF THE MIXED BAG

by Bob Case

Learning theorist David Ausubel says, "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach accordingly."

This statement has special meaning to us at Vista College. Our clientele are adult learners, not students in the classical sense--not blank slates to be filled by teachers. Our students come from many different backgrounds with many different skills and expectations. Yet they all want to learn. How can we facilitate this without turning them away from education? How can we help them learn the most? Back to our initial quote: How do you find what the learner already knows, and after you ascertain this, how can you use this to facilitate learning?

A frequently used method is a pre-assessment (i.e. before the course) technique or tool. These tools can be a formal diagnostic test designed to assess specific skills and deficiencies or they may be an informal check list or class discussion at the first meeting. No matter how you design yours it should provide you with the following information.

1) What do my students already know about this subject or specific topic within the subject?

2) What do they want to learn or feel is important for them to learn about this subject?

In a recent survey of Vista faculty on assessment techniques over 60% of the respondents (total N=80) said they performed some type of pre-assessment of students to find where the students were when they entered the class and what they wanted to learn. The following is a list of preassessment methods used by Vista faculty, arranged by frequency of use.

1) First night class discussion, informal and formal.
2) Verbal questioning by teacher.
3) Response to written questionaire or check list prepared by teacher.
4) A written paragraph by student.
5) A list prepared by student at teacher's request.
6) A prepared pre-test of skills or knowledge.
7) An informal quiz to test awareness.
8) Games.
9) Group response to specific subjects or objects--critique.
10) Suggestion boxes or after class feedback.

As you can see there are many methods or tools a teacher can use to facilitate learning. Adult learners want to know what will be covered in a class and how this material can be incorporated into an existing framework of learning and experience. They want to take an actual part in their own education. Designing and using an assessment tool will help you know what they need and want, and will allow them to help you decide on emphasis as well as give them some input into the content of the course.

I have included a few examples of assessment tools from classes I have taught on the following pages. I find them most effective in helping assign priorities where none are dictated by necessity--I let the students choose. Also they are terrific for the first night foul-ups that sometimes happen at Vista. If a student has one in their hands they can work on it while you are taking care of someone else's problems.

In my experience the quiz works best as an icebreaker because they all want to know the answers, and a lively discussion can be started from this point.

If you have never prepared an assessment tool try the following the first night of class. Simply ask the students to list five or ten reasons they took the class or things they wanted to learn by taking the class. Also ask them to list any other experience in the subject area. This will start the ball rolling. Remember, let them know that what they want to know will make a difference in what you teach. If you want to design specific assessment materials for more academic classes I will be glad to help if I can. [See TLC, page 50.]

ENVST 48D BIOLOGY OF THE MARINE ENVIRONMENT BOB CASE 841-8431 x52

RATE THE IMPORTANCE OF THE FOLLOWING TO YOU AND OTHER HUMANS ON A SCALE OF 1TO 10. ALSO GIVE A SECOND RATING OF 1-10 FOR THE KNOWLEDGE YOU HAVE OF THE TOPIC. IN OTHER WORDS HOW IMPORTANT IS THE TOPIC AND HOW MUCH DO YOU KNOW ABOUT IT.

| | IMPORTANCE→ | KNOWLEDGE |
|---|---|---|
| 1. THE GEOGRAPHY OF THE OCEAN | | |
| 2. THE CHEMICAL AND PHYSICAL PROPERTIES OF SEA WATER | | |
| 3. THE HISTORY OF OCEANOGRAPHY | | |
| 4. LEARNING TO RECOGNIZE TYPES OF MARINE ALGAE (SEAWEEDS) | | |
| 5.LEARNING TO RECOGNIZE AND USE EDIBLE MARINE ALGAE | | |
| 6. LEARNING TO MAKE ARTISTIC PRESSES OF MARINE ALGAE | | |
| 7. THE EFFECTS OF PETROLEUM ON THE MARINE ENVIRONMENT | | |
| 8. THE TYPES OF FISH CAUGHT OFF THE COAST OF CALIFORNIA | | |
| 9. THE NUTRITIONAL VALUE OF FISH. | | |
| 10. THE NUTRITIONAL VALUE OF INVERTEBRATES | | |
| 11. THE POTENTIAL OF AQUACULTURE | | |
| 12. WHATS ON THE BOTTOM OF THE OCEAN | | |
| 13. THE TYPES AND IDENTIFICATION OF LOCAL TIDE POOL ANIMALS. | | |
| 14. THE COMPONENTS OF A FOOD WEB | | |
| 15. THE ABILITY TO BUY FISH WISELY | | |
| 16. THE FACTS ABOUT WHALING AND WHALES | | |
| 17. THE TUNA CONTROVERSEY (BOTH) | | |
| 18. THE USE OF MARINE MAMMAL SKINS FOR FUR COATS | | |
| 19. THE TAXONOMY(NAMES) OF THE VARIOUS GROUPS OF MARINE ANIMALS | | |
| 20. PELAGIC AND NEAR SHORE FISHING RULES AND PROBLEMS. | | |
| 21. THE EXPLOITATION OF MARINE REPTILES | | |
| 22. THE IDENTIFICATION OF LOCAL MARINE BIRDS AND MAMMALS | | |
| 23. THE FOUR ZONES OF THE ROCKY INTERTIDAL | | |
| 24. ANIMAL ADAPTATIONS TO THE MARINE ENVIRONMENT | | |
| 25. THE EFFECT OF THE TIDES ON MARINE ORGANISMS | | |
| 26. INDUSTRIAL USES OF MARINE ORGANISMS | | |
| 27. DANGEROUS MARINE ANIMALS | | |
| 28. marine biology trivia | | |

ENVST 48S

BOB CASE 841-8431
689-6528

AWARENESS QUIZ

1. CAN YOU NAME THE TALLEST TREE IN THE WORLD_____:

2. CAN YOU NAME THE OLDEST LIVING TREES IN THE WORLD_____:

3. NAME THE LARGEST LIVING THING ON EARTH _____.

4. NAME THE LUMBER MOST SOUGHT AFTER FOR POSTS _____.

5. NAME THE COAST WHICH HAS THE MOST SPECIES OF MARINE ALGAE_____.

6. NAME THE STATE MARINE MAMMAL _____.
   NAME THE STATE MAMMAL_____.
7. NAME THE STATE BIRD OF CALIFORNIA_____.
   NAME THE STATE FLOWER OF CALIFORNIA_____.
   NAME THE STATE ROCK OF CALIFORNIA _____.
   NAME THE STATE TREES OF CALIFORNIA_____ &_____
8. CAN YOU DIAGRAM A FOOD CHAIN THAT MIGHT EXIST IN THE REDWOOD FOREST.

9. CAN YOU LIST AN INDICATOR SPECIES THAT DESIGNATES THE REEDWOOD FOREST COMMUNITY?

10. NAME ONE FISH, _____, AMPHIBIAN,_____,
REPTILE_____, BIRD_____AND MAMMAL_____
THAT CAN BE FOUND IN THE REDWOOD FOREST OR NORTH COASTAL AREA OF CALIFORNIA.

11. WHAT IS THE ULTIMATE SOURCE OF ENERGY FOR ALL LIFE IN THE REDWOOD FOREST?
_____

12. LIST TWO TYPES OF ECONOMIC ACTIVITY THAT TAKE PLACE IN THE NORTH COASTAL AREA OF CALIFORNIA 1._____
2._____

13. LIST TWO TYPES OF ENVIRONMENTAL DAMAGE THAT HAVE OCCURED IN THE NORTH COAST.
1._____.
2._____.

14. LIST YOUR OBJECTIVES OR THINGS YOU WOULD LIKE TO LEARN OR MASTER IN THIS CLASS. ALSO COULD YOU PLEASE TELL ME YOUR REASONS FOR TAKING THIS CLASS. USE THE BACK OF THE PAGE.

## PUTTING A NEW COURSE TOGETHER

by Nat DeAnda

The birth of a college course arises from an idea and a need--in either order. An employment department may call up the community college and suggest that there is a need for technical writers in media, or suggest initiating career change courses for people whose jobs ended with cutbacks, e.g. teachers.

Often, the need is created by a good idea. Julia Child's "French Chef" or Jacob Bronowski's "Ascent of Man" are examples of this. Whatever the beginning, any course that you are considering must have content and enough substance to be taught over a period of time. The way to begin is by writing down ideas--"brainstorming"--until you have an array of the pieces of the puzzle before you. Putting it together will come later.

An example of the pieces of a career and life planning course might be:

What is work.
How do interests and values fit in choice making?
Knowing the job market--knowing personal abilities
Overcoming obstacles
How to find out about jobs
How to interview
How to get help from others

With this array of pieces, now consider the order of presentation, and the time students need to explore each.

A new arrangement of this jumble of thoughts might look like this:

I. Readiness for change; confidence, support, and adaptation style to change

II. Self assessment: skills, interests, and values

III. The nature of work: What is work, time and money; varieties of occupations; looking back at work history

IV. Fitting career into lifestyle: how much time and work, what kind of people you want to be involved with, where you want to work, amount of money needed for a style of life, amount of investment in job and home

V. Getting the job: research for jobs, strategies for interviewing, resume preparation, use of a support network

With this much done, you're then ready to consider resources such as books, articles, films, slides and text, and the method(s) of teaching the course. The following is a bare bones outline of the details to be considered in further assembling your course:

I. Conditions or structure of the course (Structure refers to those parts of the course which remain relatively constant)

a. number of students
b. length and number of sessions
c. room or area needed
d. text
e. required equipment
f. prerequisites for the course
g. educational level of student

II. Content and references

a. bibliography or readings needed
b. films, exhibits, etc.
c. lab materials, if needed

III. Methods of instruction or nature of learning experiences

a. lecture or presentations
b. seminars
c. team learning
d. reading and independent study
e. writing assignments and/or reports
f. field study or practicum
g. special techniques:
   1. simulation or role playing
   2. programmed instruction
   3. audio-visual
   4. peer teaching

IV. Measurement of progress: Exams can take many forms, such as follows:

a. essay
b. term papers and/or reports
c. multiple choice
d. individual interviews
e. peer evaluation /self report
f. on-going observation

Relate Experience to the Abstract

The most effective learning comes from a combination of experience and insight which results in understanding. The old Chinese proverb says:

I hear and I forget
I see and I remember
I do and I understand

In selecting the methods for teaching each section of your course, don't use any one mode too extensively. That is, don't lecture through the entire series, or have endless discussion through the whole series, or dwell on book work and reports and writing for the whole series. Figure out the combination that best allows the student to relate his or her experience to the ideas or concepts which you are helping them to learn.

Example: Students can learn the strategies and techniques of effective interviewing by role-playing, experiencing being either the interviewer or interviewee in a simulated situation. The simulation frees them to try different presentations of themselves. The advantages of discovering what is successful and learning from mistakes through group analysis after the role-playing are important.

Another example is this one taken from a course for developing media writing skills. The instructor assigned the students to write a short report from an actual wire service teletype. Then he played the televised newscast and had them compare the teletype, with the class members' various interpretations in the class and with the final one presented on TV. This combined the actual experience of writing and learning the abstract concept of "clear, effective writing."

## USING COMMUNITY CLASSROOM FACILITIES

by Cheryl Granby Fontes

Vista College classrooms are unique: they range from convalescent hospitals, to corporate training rooms, to a boat on the Sacramento river, each with its own personality. Usually, each class facility involves a representative from that building; this is the person with whom, you, the instructor will make arrangements.

Here are some suggestions in what to do, what to look for, and what to ask about in using outside classsroom facilities. If you are a new instructor to Vista, hopefully this list will alleviate some of your concerns.

1. Talk directly to the building representative. (Your program coordinator will give you the name and phone number.) If possible, arrange a mutually convenient time for you to see the classroom prior to the first class meeting. Get clear directions to the facility and find out where to park.

2. Arrive early for the first class session if you couldn't arrange a prior meeting.

3. Find out their rules for the use of the facility: time of availability, smoking regulations, use of parking lot space, signing in and out of the building, etc. Also, find out what to do if a problem comes up, such as arriving and finding your class space locked.

4. Ask about audio-visual supplies such as extension cords, movie screens, etc., location of restrooms, telephone for emergency use, the security system, location of snack machines, and temperature control for the room.

5. Be as cooperative as possible; this is their responsibility and they need reassurance that you will follow through with care and respect.

6. Always leave the room in the same order and as clean as you found it. Even if the janitor does come in later, s/he will appreciate it.

There are several advantages to using community facilities. Sometimes you are in some way involved in the students' world, whether it be where they work, play, or actually live. This gives you greater insight into the students' perspectives, which in turn can help you anticipate their learning needs and be a more effective instructor.

Another advantage is that usually the rooms provided for Vista contain movable furniture; the tables can be arranged in any way you choose, which provides you with better control of the environment than regular school desks could. You can arrange a circle, rows, or small groups at will. (Usually it is requested that you leave the room as you found it, but you can make use of it in any way you need to during class).

A third advantage to the use of non-campus buildings is the opportunity for you to have new experiences in growth and adaptability, to be in a new setting, and to interact with new people--so learning is a possibility in all situations.

## ART WITH SPECIAL POPULATIONS: TWENTY-FIVE PRINCIPLES AND IDEAS

by Mary Ann Merker-Benton

Mary Ann Merker-Benton has been a California Arts Council Artist-in Residence at the Hillhaven Convalescent Hospital in Oakland for the last two years, and also teaches Vista art classes there.

Although drawn from my experience doing drawing and painting with institutionalized elderly, many of these ideas can apply to other creative arts disciplines and to institutions other than convalescent hospitals. Many apply to programming with well elderly in community sites, and many easily translate to other age groups and special populations.

1. Greet each person as an individual; know names and use them frequently. Incorporate their names into their artwork and make sure they sign, date, title, and price each work. Give each student his/her own portfolio (make a paper one if funds are short, or buy a paper one). If they see that they and their art work are taken seriously they will be more willing to give the effort to participate.

2. Give them a choice to make. Whenever possible give the choice to the resident, no matter how small it may seem to you. Creative endeavor is all about making choices, and institutions by their very efficiency take this function away.

3. When possible use a team approach. Start with your Vista student aide and expand into greater participation with the activities director and hospital personnel. Look to the community and graduate students seeking internships for volunteers. Invovle as many caring, creative individuals as you can in your teaching team. Use each other as a source of support.

4. Involve the class as a whole in most decisions whenever possible. The residents have led long and productive lives and have a lot to offer.

5. Please address the residents with respect and care. They are not children even if at times their actions can be interpreted as "child-like". They are working under physical limitations that sometimes effect their behavior. Help them use what abilities they have, and adapt your materials to them.

6. Use slides to document the art class in progress. Show these slides to your class periodically. Point out the individuals and what they were working on. This is an incentive to the whole process. It boosts their

sense of self and gives you documentation material to share with others.

7. With hospital approval use food and drink to add to the relaxed and trusting atmosphere of the art experience. There can be a lot of negativity and fear to overcome.

8. Use extensive sensory stimulation around a theme for the art class sessions. See the subject matter. Wear it. Touch it. Eat it. Listen to it. But keep the theme simple and clear, and don't overwhelm the residents with too many choices of materials.

9. Use live subject matter such as flowers, plants and animals as often as you can.

10. Encourage the residents to begin at any level. If they have an initial fear to draw from life, show them how to trace around the forms and color in the inside. Encourage whatever entrance into participation in the process of actually doing art that works for them, and build on that.

11. Mat and hang the art work (poetry, creative writing, photographs, etc.) in the halls as professionally as time and funding will allow. Turn the corridors into an in-house gallery. There is nothing like bright, beautiful images hanging in the midst of an institution. The art work and the smiles and interest of the residents are the best ambassadors to the art process, and will win you staff support. (Hang some things at wheelchair eye level.)

12. Encourage sales of art work; it really doesn't matter how little the amount of money is. For many residents it will be the first time in a while that they have earned money, and this enhances their self esteem and gives more credibility to the arts process.

13. Do an inservice with the staff. Explain who you are and what you hope to do. Respect the knowledge of the residents and ask for their help. The investment of time will be well worth it.

14. Go out into the community whenever you can with the residents' art work. Again, the investment in time will be well worth it for future support. Be visible, vocal and positive and plug into the many community agencies who can help you get the residents' work to the public.

15. Use tangible recognition for their participation. Give a certificate, enter their work at fairs where ribbons are given out, hold ceremonies where flowers or written awards are given out. Place art work near the residents' room in the hospital corridor, and place a picture of the resident with the piece, along with title, name, media and price.

16. Arrange for outings to see art. These outings provide not only stimulation, but connection with the immediate community as well as the art community in general.

17. Avoid long lectures. Many residents have short attention spans or

have hearing problems. Speak clearly and loudly, and if necessary use amplifying equipment. Use body gestures, eye contact and intuition as well as verbal communication.

18. It's not necessary to talk down to the residents or to over-simplfy material and be boring, but keep in mind that participation is the goal, and that you have to deal with fluctuating energy levels, hearing problems and in some cases a shortened attention span.

19 Involve residents in the teaching team as instructors so they can help each other. Residents who do not directly participate can help with set-up and bringing people to class. They also enjoy the stimulation and benefit from the art of their friends up on the walls and share the added excitement of discussions and sales and outings.

20. Be flexible in your plans. Intermittent functioning of some handicapped elders as well as unexpected happenings in your class settings can necessitate a change in plans. Sometimes new and more creative ideas emerge. Don't take it as a personal rejection of your well thought-out plans.

21. Whenever possible involve younger people and family members so that the art experience becomes an intergenerational experience.

22. Learn how to get back from the residents. Accept encouragement and praise. If it feels right to you, touch and hug the residents and let them hug you. Share your own art. Let them see what you do, and feed back to you and your processes. You can give and take with the residents, but understand their limitations.

23. Learn the symptoms of "burn-out" and take good care of yourself. If you are getting overly angry and tired and feeling resentful, or if you stop responding to the residents as people and stop feeling, or if you are late regularly--you need to stop and think about how you are doing and what is happening. Everyone has their own special limits and signs that they are going over those limits. Whatever the signs (whether one of the above or others) know yourself and get some help. Look to your fellow team members for support. Go out regularly as a team for a cup of coffee or icecream to talk out problems. A short break off site can be a big help. Look to fellow Vista faculty members and share ideas and problems. Take advantage of the TLC program. [See page 50.] Be aware of the free course offerings that deal with these problems of the helping professions. Laugh and keep your sense of humor and make the whole experience as much fun as you can. It is possible even in the midst of an institution, because the potential to laugh and create is there in everyone just waiting for a chance to come out!

24. When possible do your own art work on site with residents, whatever your chosen medium may be. Even if you are able to do only a small section of your own work, everyone will benefit. The residents will get to see serious art work in process and you will get support for your own growth.

25. Creativity is ageless. Look beyond what appears at first as an unpleasant appearance, and get past our Madison Avenue aesthetic of what is pretty--enjoy the creative possibilities that only a long life experience can give.

[The material in this article is taken from a special paper on teaching in convalescent hospitals which the FIPSE Project staff is preparing.]

## GLOSSARY OF EDUCATIONAL TERMS

ADA or Average Daily Attendance: The number of full-time (or equivalent part-time) students enrolled in an institution per semester/year. The amount of money that the State of California gives to Vista is based on student enrollment--how many students for how many credits/course--in classes each semster. Class attendance data is collected on certain "census days" (during the 4th and 11th week of each semester) and during all short-term classes.

Affective Domain: Attitudes and values that are related to feelings and emotions, not necessarily related to a logical, rational mental process. Affective learning objectives are: " feeling more positive about _____," "attaching more value to _____," etc.

Assessment: The measurement of certain characteristics such as age, marital status, preferences, goals, skills or outcomes. Educational assessment can occur at the beginning, middle and/or end of a learning experience--for the purpose of entry skill diagnosis, feedback on specific activities and/or evaluation of course outcomes. Assessment techniques include a variety of paper and pencil exercises (multiple choice, essay, case study, research study), structured oral discussions and presentations, performance tests, simulated activities, and production of tangible evidence of learning.

Career Planning: Analyzing personal interests, aptitudes and skills in terms of occupational growth and mobility. It is estimated that about 40% of the adults in this country are planning or in the middle of a job change. It is also estimated that contemporary adults will have 6-8 different jobs and more than one career in their lifetimes. Analyzing and planning where to work, at what, for how long, is a difficult task. Vista offers several clases (under Psychology) that focus on various career planning stages: self-awareness, occupational awareness, finding a job, keeping a job, and job transitions.

Cognitive Domain: Pertains to what is known by reasoning, perception or any mental process, including knowing and retaining information and ability to make judgements and evaluations. Cognitive skills, such as knowing how to do something, being able to compare several ideas and being able to use skills/ideas differently according to situation are fairly easy to measure outcomes of learning situations.

Cooperative Education: Awarding academic credit for a combination of supervised school and work experiences. In some schools, coop ed means that students attend classes full-time for a semester or year, and then work full-time for a semester or year--receiving academic credit for both

kinds of learning experiences. At Vista, coop ed means that students are enrolled in at least three units during the semester and work at the same time. Students enrolled in Vista's coop ed program identify one orseveral work-related project(s) that can be completed in a semester; the work supervisor and the coop ed instructor then assist the student completing the project(s), which is evaluated by the instructor.

Credit for Prior Learning: Awarding academic credit for learning that occured in nonacademic or unsupervised ways. Many college now have procedures to give students academic credits for what they have learned at home, on the job, in the military, or by teaching. Some students have received credits for business and technical training by private companies, for specialized military training, and for personal and professional experiences that are similar to the outcomes identified in various college-level courses. Credit is based on documentation of the learning (tests, reports, certificates, etc.) involved. Vista's registrar can help students get credit for military and private business training experiences. Vista counselors can refer students to other colleges that give credit for unsupervised personal and work experience.

Educational Brokering: Referring students to other educational agencies for programs, activities or services not available at Vista. Because Vista offers a limited number of occupational programs and services, counseling and instructional staff members frequently refer students to another Peralta college or to local colleges/adult schools that do provide the programs or services in which students are interested.

Experiential Learning: The acquiring of skills by "doing" or "practicing" them, as opposed to reading, thinking or talking about them. Students learn experientially through internships, apprenticeships, role-playing, simulating a specific situation and/or by experimentation.

GED: The process by which a person can receive a high-school equivalency certificate by passing a six-hour General Educational Development (GED) test administered by a State-approved agency. A GED certificate usually satisfies high school graduation requirements for employment, training and college enrollment. The test is comprised of multiple-choice items in social studies, natural sciences, English literature, English usage and mathematics. Vista offers classes to help adults prepare for various portions of the GED test, and the college is approved to administer the test.

Gerontology: The study of the physiological and psychological aspects of aging. Vista offers a gerontology certificate jointly with Merritt College. Students who take gerontology-related classes (in Community Social Services, Psychology and Health Sciences) generally are professionals or paraprofessionals who work with older adults in social service or health care situations.

Holistic: Emphasizing the importance of the whole and the interdependence of its parts. In an educational context, this term

refers to the process of looking at all of the pieces/aspects of a learning problem, situation or goal, instead of focusing on only one aspect.

Learning Outcomes/Objectives: The attitudes, behavior, knowledge and/or skills expected to come out of a learning experience. Learning outcomes/objectives can be affective and/or cognitive, and they should be measurable in some way so that both student and instructor are aware of the learning that has occured.

Learning Style: How a person learns, such as by listening, reading, talking, seeing, doing, with some else, and/or alone; also known as cognitive style. Most students prefer to learn in ways that often differ according to the objective and content of individual learning activities. For example, some students will understand an idea or process if it is read about or discussed, while others need a picture of the idea of process to see its form and function. Encouraging students to analyze how they learn most easily and then giving them different learning options increases the success potential of a class.

Lifetime Learning: The philosophy that learning ability and opportunity can and should extend through an individual's lifetime. Psychologically and economically, many people are boxed out of learning by the assumption that schooling (and learning) stops around age 21, when working begins, and after work there is retirement. This assumption that only the young have the time and capability to learn is accompanied by the assumption that learning of value occurs only in formal academic situations. Lifetime learning advocates believe that learning occurs both in and out of school, and they assume that formal and informal learning oppportunities for personal enrichment and occupational advancement should be easily available to adults of all ages.

Mainstreaming: The movement to integrate disabled students into the mainstream of education. It is based on the premise that all students, regardless of handicaps, are capable of social, intellectual and occupational growth. Research has not demonstrated that disabled students automatically learn better or more when separated from their non-disabled peers. A recent educational trend is for disabled and non-disabled students to attend classes together. Disabled Vista students have access to many supportive services (e.g. interpreters, readers, brailled materials, individual tutors) that contribute to academic success. Vista also offers some occupational training programs and general classes that are designed specifically for disabled students.

Older Adult Program: A large group of Vista classes targeted for older adults and offered in senior centers, convalescent homes and hospitals. These classes are intended to increase the survival skills, social activities and intellectual/artistic stimulation of older adults.

Positive Attendance: Keeping individaul attendance records for every student and every class meeting. Positive attendance is necessary 1) in short-term classes (less than 18 weeks long) and 2) in classes where students may enter and exit at any time during the semester.

## TEACHING AT VISTA:
## A BASIC BIBLIOGRAPHY


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Mager, Robert F., Goal Analysis.

McKeachie, Wilbert, Teaching Tips.

Mink, Oscar and John E. Roueche, Improving Student Motivation.

Roueche, John E., Locus of Control and Success Expectancy.

Taylor, Vernon, Teaching Tips for Part-Time Teachers.

Verduin, Jr., John R., Adults Teaching Adults; Principles and Strategies.


All these books are available in the Professional Resource Library in Room 203, 2020 Milvia Street.

REPORT

# Fall Faculty Workshop:

# "Issues and Problems of Teaching Adults"

The average age of Vista students is 41. Not surprisingly, the faculty gave a high priority to the process and techniques of teaching more mature learners as an inservice topic when they were surveyed in the spring of 1979. (More faculty survey results are in the July 1980 issue of "Vista Voices.")

In response, Ione Elioff, Mark Greenside, Program Planner for Older Adults, and Richard Epstein, part-time Vista psychology instructor, designed a three session workshop exploring adult development at various life stages, and the attendant challenges presented to teachers when students past traditional college age come to them for personal and professional growth.

Twenty-five faculty, whose disciplines include business, human services, alternative technology, general education, transportation and photography, attended three-hour sessions on three Thursday evenings, Oct. 9, 16 and 30, at the Dept. of Motor Vehicles building in Oakland.

**Session I — "Setting the Stage"**

With Richard Epstein as workshop leader, participants began identifying the developmental tasks of the adult years, and got acquainted with each other, by pairing up to add their own personal experiences to the life line chart reproduced on the next page, and then introducing each other to the group.

Besides starting to use the conceptual models current in adult development theory, they found what interesting and diverse individuals their colleagues are.

Richard gave an historical overview of theories of adult development, long a relatively neglected area, then examined contemporary research activity. He compared the potential impact of recent psychological studies with that of Piaget's pioneering work on childhood education. Vista teachers, and others in the field, can use the new concepts to understand the needs and objectives of older students, and increase their motivation.

Richard then distributed advance copies of "The Life Cycle," by Arthur W. Chickering and Robert J. Havighurst, the first chapter of a forthcoming book on adult development and learning. This paper served as a theoretical base for the workshop sessions. (See the synopsis and extracts on the next page.)

*Additional copies of "The Life Cycle" are available to Vista faculty who would like one. Stop by the Resource Library, or call Dick Bagwell (841-8431 X75) and ask him to mail you a copy.*

Forming small groups, participants discussed their own perceptions of the problems adult learners have at different developmental stages. Asked to identify three major challenge areas, the groups responded:

1. Matching teacher goals and expectations to student goals and expectations
   - Methods for assessing student goals... ways to measure student goals
   - How can teachers be flexible and creative about meeting diverse student needs while carrying out overall course objectives?
2. Teaching methods
   - How can we individualize instruction within a group when students have different levels of knowledge/skills?
   - Group process skills for working with adults. Problems such as:
     - students who talk too much... take over a class
     - students who talk too little... how to get them involved
     - challenge of having adults contribute extensive life experience to the topic at hand
   - Ways to teach
     - creative teaching methods—teachers need variety in their presentations

**"I found out that my problems were not unique, and not necessarily my 'fault.'"**

     - pressures on teachers to compete with media (TV) entertainment.
   - Teaching strategies—students seem to want to get information in bits and pieces and have "instant replay"
     - What is the difference between entertainment and intellectual challenge? How is the role of the teacher viewed... as an "entertainer" or as one who stimulates intellectual activity (problem solving... learning new information)?
3. Motivation
   - Motivating students who don't care about grades
   - Demands on adults' time from outside pressures (family, job, etc.) which interfere with class assignments/activities
   - Motivation and self confidence needs of re-entry, older or new students who may be "coming to college for the first time" or have been away from school environments for a long time
   - Fatigue level of students

**THE GROUP DYNAMICS DEMONSTRATION** "class" gathers for a disrupted discussion. At the table (left to right) are Jenifer Peale, Gerda Mathan, Stephen Poplar, Richard Epstein, John Glovka and Mark Greenside (back to camera). In the background are observers (left to right) Sue Ezekiel, Robert Marshall and Al Lewis. *Photo/Charles Lyle*

**Session II — "Implications"**

The second session focused on aspects of setting objectives and assessment techniques. Mark Greenside divided participants into three groups, and provided each with a short description of a different course, asking them to develop student and teacher objectives. Each course represented a different category of major objectives, i.e. Photography—technical skills, Introduction to Community Service—attitude (affective), and History—knowledge (cognitive).

Afterwards Mark demonstrated that valid course objectives can be developed that cut across those boundaries.

During the rest of this session, faculty identified for discussion some specific problems they were having.

Katherine Brown-Keister brought up her problems in getting nurses, who are professionally oriented towards dealing at a very concrete, specific level, to apply the necessarily abstract concepts of medical anthropology in their work.

Harvey Kroll (business) posed the challenge of the student who is a strong participant during class sessions, but doesn't follow through on work that must be accomplished outside class.

The cause of high attrition rates among students—and instructors' personal reactions to this—was another concern.

**Session III — "Problem Solving"**

The group process of a class was the focus of the final session. Richard Epstein discussed the instructor's role, guiding the class transaction through the transformation from an encounter of disparate individuals to a trusting, warm atmosphere, where disclosure is easy, and the learning process is synergetic. The teacher can enhance the necessary feeling of trust and openness by "not knowing all the answers." The students' *participation* is more important than right answers at this stage, and wrong answers can be dealt with constructively.

According to Richard, ideally this transformation will come by the eighth or ninth week in a semester length course. *[One problem implied here—and not touched on during this inservice—is how to accelerate or supplant this process in courses that only meet a few times. Anyone got any thoughts on this they'd like to share?]*

The final session of the fall faculty workshop ended with a demonstration of group dynamics that managed to be both instructive and droll.

Richard set up a model "class" of six workshop participants, with the rest as observers, and began a sample discussion comparing cultural expectations for Native American teenagers with those of our own contemporary society. Unknown to all but the inservice organizers, his group contained two "shills," planted to portray two common types of "problem student."

Jenifer Peale was the chatty sort who wanders off down discursive byways, leaving the central topic far behind, and she blithered merrily about this and that.

Mark Greenside took the role of the talkative disrupter who insists on becoming the center

**"The teacher can enhance the necessary feeling of trust and openness by 'not knowing all the answers.'"**

of the discussion, whether or not he has any significant contribution to make.

Between them they laid waste to the discussion, generating some genuine annoyance among their "fellow students," until the demonstration device was revealed!

Richard applied some strategies of dealing with these types, then worked together with the workshop participants to develop other possible constructive and effective remedies.

Faculty who attended the workshop generally found it well worth their while, with most evaluation sheets rating most activities in the "helpful—very helpful" range. One comment: "I got to know some of the other instructors, and found out that my problems were not unique, and not necessarily my 'fault.'"

We may offer another workshop on the same topic in the future, probably in a shortened form, especially if the faculty express interest in attending. Call or write the FIPSE project office.□

**DEVELOPMENTAL TASKS OF THE ADULT YEARS**

*From: "The Life Cycle" by Arthur W. Chickering and Robert W. Havighurst, Chapter 1 of* The Modern American College *(see below).*

## BOOK "The Modern American College"

"The Life Cycle" is the first chapter of *The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society*, by Arthur W. Chickering and associates, to be published by Jossey-Bass (San Francisco) this month (864 pages, $29.95).

As the average age of college students shifts upward, contemporary research on the life cycle and the developmental tasks associated with each period becomes increasingly important for planning and development of life long learning.

The developmental tasks of life are "the things a person must accomplish in order to be a reasonably happy and successful person." They rise from biological changes, social roles, pressures or opportunities, and personal values and aspirations.

The authors briefly examine and compare recent studies, then summarize the major areas of concurrence in the chart shown above.

They caution that many of the studies are of white, middle and upper class men, and that patterns identified may vary for some occupation groups, minorities and women.

They note the problems and differences women encounter with our prevailing male-oriented career patterns, and mother/wife roles, as well as deeply embedded attitudes of our society.

Profiles of each age category examine their tasks and characteristics, and the implications for teaching/learning. Some samples:

"Institutional arrangements and educational processes which recognize the commitments and constraints of this period [23-38] can make education accessible when typical on-campus course schedules are not.. Experiential learning activities which help students use ongoing work, family and community responsibilities... can strengthen understanding of abstract concepts."

"[At 35-45] Do we want twenty more years, five thousand more days, of about the same? Can we make a change? Are there alternatives where some of our weaknesses might be strengths, or where new types of knowledge or competence might be mastered?"

"Late Adults [65+] call for studies that are both practical and philosophical, studies which help cope with immediate problems and others which provide perspectives on life's meaning and their own place within it."

Part II of the book will examine applying developmental task theory to education for some particular professions. "The trick is to design the appropriate combinations of content and process with the developmental tasks in mind while maintaining a clear focus on the important disciplinary objectives."

Part III concerns varied approaches to advising, teaching, evaluation, out-of-class activities, and student-faculty relationships.□

WORKSHOP

# EXPERIENCE-BASED LEARNING

by Nat DeAnda

*The following article is based on the workshop Nat presented at the Spring Faculty Seminar on March 14. He is a part-time Vista faculty member, and a Teaching/Learning Consultant (TLC) in the Faculty Development project. He was profiled in the February 1981 issue of* **TIE-LINE**.

Most of our learning is concrete, and experience-based. A clear example is learning to walk and to talk. No one explains or teaches us the mechanics of walking or talking but rather we learn by observing and trial and error. This is not to say that abstract understanding is unimportant, but rather that its importance and value depends upon how clearly an abstraction sheds light on experience.

For example, reading about making love is meaningless to a person who is not experienced in making love. For those of us who know what making love is like through experience, a description by D. H. Lawrence, Erica Jong, Ernest Hemingway, or Norman Mailer gives us new ways of looking at and understanding our own experience and that of others.

### Relating Abstract to Concrete Experience

It is understanding the relationship between the experience and the abstraction that is important to us who have the responsibility of teaching what we know with such skill that our students will end up with new knowledge as well as understanding.

In order to illustrate the relationship of experience to abstract understanding, I will show you a disco dance step. Note that the label "disco dance step" is an abstraction. You can't possibly know what that is unless you're familiar with dancing, or more specifically, ballroom dancing. I will begin by describing a step with words, abstractions.

This step requires shifting your weight from one foot to the other as if in a walking motion. The images that you may think of in response to my words still won't tell you what the step is. I will add another abstraction. You are to shift from side to side in a walking motion, all the while looking very "cool."

You can't possibly know what that is unless you know the concept of "looking cool." Now I will demonstrate the motion without music. [Demonstration.]

My demonstration gives you a much clearer idea of what my words meant. Now try the step yourself in order to experience the abstraction of dancing a disco step. [The group then tried the motion without music.] You have now done the movement. Do you think you know what the disco step is like? No, you can't really know what it is until you put it together with disco music. That might be a step you would use in any number of dances.

[The group then tried the step with disco music. The discussion regarding the experience following the dancing produced the following comments.]

*The term shifting from side to side didn't mean anything to me until you said in a walking motion, and even then I didn't know exactly what you meant until I saw you demonstrate it and it was very clear to me.*

*I know what "looking cool" is from my experience, but I didn't know how it would fit into a dance movement until you demonstrated it. I still have a question and that is that "looking cool" is different to different groups, so I don't know which kind of "looking cool" is the kind that goes with disco.*

Below is a diagram representing a continuum between experience and abstraction, with various kinds of learning activities located along it. The point of the illustration is to show that in teaching, you need to present your material in such a way that both the abstract and the experiential lead together to understanding.

Piaget has developed the theory of stages of development for children. Children begin with the concrete understanding and evolve towards the abstract. This also applies to us as adults, even though Piaget did not intend it to be used in that way. We still progress through the same stages in order to truly have understanding.

For example, we use terms like "love" and "I love you," and they have meanings only in terms of behavior and experience. The many different interpretations are due to our not having a common experience by which to define the term. It has many facets and it becomes confused by people misusing the term. Many psychotherapy hours are used in helping people unravel and redefine their own experiences of loving and being loved. This process requires their examining their experience and attaching new interpretations and labels to their experiences.

### Moving Closer to Experience

The experience-abstration continuum also can show that in your teaching you can approach the experience without providing it, by being able to refer to an experience that your students actually have had. For example, by using the term "walking" I defined a disco step a little more clearly, because all of you know what walking is like. So on this continuum using terms that are familiar to a person's experience makes abstraction a little less abstract.

A demonstration such as I did for you also provides a visual means of experience. It's still abstract because you did not experience it, but it is closer to the experience because you can relate your own movement to what you see me doing.

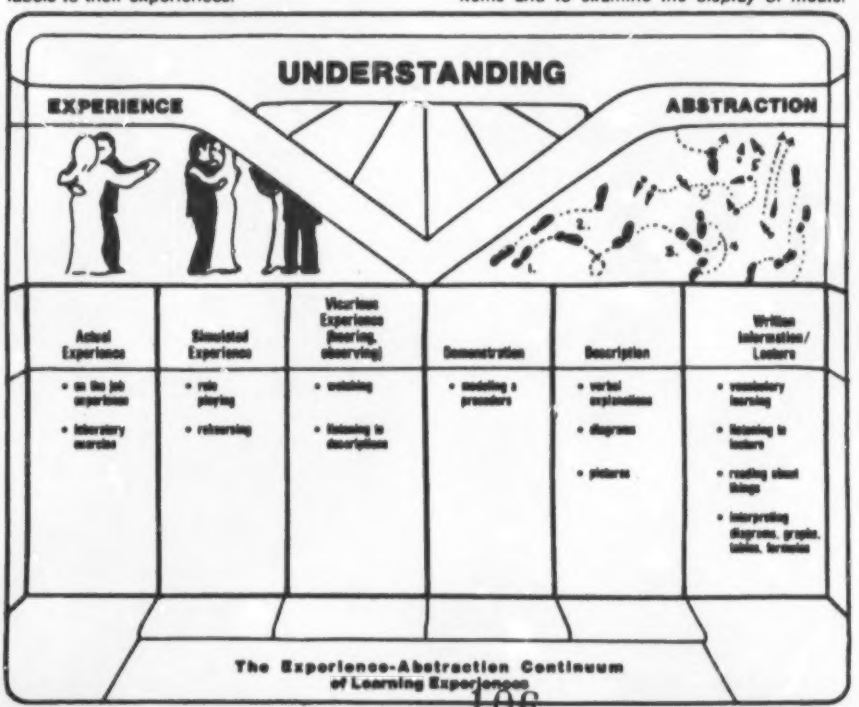
The next step closer to the experience can be a simulated experience. For example, you can learn about the experience of being interviewed or interviewing by role-playing being interviewed with another person. Role-playing gives you the opportunity to perform the experience and to discuss what the steps and skills were that you used in the process. The simulation gives you a sense for what the real thing would be and an understanding of the process.

The implications of the presentation so far for teaching a course: you need to combine abstract understanding with a base of experience in order for a person to get the depth of knowledge.

The following are examples that were drawn from the group.

*I teach photography, and I have my students handle a camera as we discuss F-stop, shutter speed, and focusing mechanisms. In this way, they can look and handle and operate the camera at the same time that they hear me talk about the functions of these parts.*

*I teach consumer education. One of the experiences that I provide for my students is going to three supermarkets, Safeway, Lucky, and Coop, with specific instructions to price items, to look at the advertising displays, to compare volumes and packaging of certain items and to examine the display of meats.*




The Experience-Abstraction Continuum of Learning Experiences

## Guidelines for Experience-Based Learning

Most of our learning is by experience. We learn to walk, talk, and to interact with other people primarily through experience, and not by specific teaching or reading of books. So the question is not should we or how do we include experience for learning, but rather how do we make the experience an effective one for learning.

The following are general guidelines for using experience to teach more effectively:

1. *Don't rush through activities. Provide exploration time to discuss, question, handle materials, etc.*

2. *Either give or help the learner to take a focus as preparation for the experience.* For example, a teacher who wants to learn about conducting group discussions may take the focus of paying special attention to effective questioning methods. We know that there's more to handling a group than effective questioning, but a person cannot attend to all of the skills involved in group handling, and needs to narrow the perception, just as a camera does, in order to learn from the experience.

3. *Provide a clear experience.* By that I mean have sufficient but not too many materials, some clear concepts or methods that are to be learned but not too many, and structure the setting and situation so that the person can involve him or herself with a minimum of confusion and interruption.

4. *Provide a means of assimilating what the person got from the experience.* This is a most important step. This is done by helping the person to review what they learned, what they observed, what they might be able to apply. It should include an opportunity to clarify parts of the experience. For example, the person learning effective questioning techniques for handling a group should have the opportunity to write down the questions that were asked that were effective, to describe what effect they had on the group, and to understand the relationship of the questions to involving people, and to the overall purpose of the group interaction.

5. *Provide the opportunity to apply what has been learned to a similar or new situation.* By applying a new idea in a new situation, the person further integrates that skill, idea or concept. Preferably, have the person apply what was learned to something that is familiar to them or to a situation in which they will be involved in the future. For example, a person who has experienced effective questioning by being part of the group can apply this in their own class, family, or in another setting.

If you wanted to go further with this process, you would simply repeat the integration of the new experience, i.e., the application to a real situation for further learning. For example a person who used the questioning techniques in the classroom could evaluate how that worked for them in the group, and to make new generalizations or to plan to go further with learning about handling of groups.

## ROLE PLAYING

Role playing is a technique for learning about an exchange between two or more people. The participants take on the roles of the active parties in a situation with some sort of conflict or problem; for example, a teacher and a disruptive student.

The intent of role playing is to suggest means for resolving the conflict situation, and also to provide participants a safe experience of a situation without them having to cope with a "real life" event.

The procedures used in guiding a role playing session can be broken down into ten basic steps. Each step is accomplished sequentially during each session. Each step is designed to accomplish a specific purpose, or to prevent some of the difficulties which can occur in a role playing session.

The most important step in a role playing session is the "action" step. The term "action" refers to the actual play acting which the players perform during the session. (Some authors refer to the action step as the "enactment.") It is this action step which lends to a role playing session its distinctive character, and separates it from a more talk of discussion session.

*It is only during the action step that your students are able to see and feel for themselves the consequences of their behavior, rather than merely talk about it.*

The other nine steps are intended to ensure that a realistic action occurs, complete with thoughtful comments and insights generalizable to real life.

The ten basic steps, in order of their occurance:

1. Present the situation or story
2. Clarify the situation or story; define the conflict/problem, and give each player an objective or goal
3. Select the players and assign identities
4. Instruct the audience on their observation focus
5. The action: role playing
6. Guide the action as necessary to arrive at solutions
7. Discuss the action and solution (allow players the first opportunity to describe their experience)
8. Select alternate solution(s)
9. Guide alternate solution(s) with new players, if desired

These steps are repeated in order for as many actions and solutions as you wish to occur (usually 2 or 3).

10. Discuss and compare the actions and solutions

As you can see, Steps 1 and 2 each occur only once, while Steps 3 though 9 are repeated for as many times as you wish actions with solutions to occur (usually two or three times).

Step 10 occurs only once following the completion of all actions with solutions. These multiple actions are accomplished for the express purpose of having your students arrive at possibly *totally different (alternate) solutions* to the same problem situation. In doing so, *your* students will be able to discuss and compare for themselves the value of each solution in terms of solving the problem, and discuss the relationships these solutions have to their real lives.

(Further reference: *Role Playing in the Classroom*, Far West Labs)

*After they have gone to the stores, we discuss the comparisons in order to learn about deceptive packaging, advertising techniques, and comparisons of prices per unit of measure, i.e., pounds, liquid ounces, etc.*

*In teaching reading, I might use diagrams or drawings to illustrate something that is being said in writing so that the students can not only read the words but have another way of knowing what it being said.*

These three examples clearly show the provision of an experience to support the abstract knowledge that is being taught.

### Role-playing to Provide Experience-base

Role-playing can be a very strong and overpowering experience. You need to be careful in structuring a situation. [Some steps for directing role-playing are provided on this double page.] Role-playing gives the person an opportunity to simulate an actual experience by creating it from their old experiences. It gives a person a chance to make something known indirectly or abstractly into a real experience.

The use of video tape or audio tape are additionally overpowering sources of experience. We are not used to seeing ourselves as the camera sees us in action. You need to protect participants from their own tendency to look at negative characteristics when reviewing a video tape or listening to an audio tape. In the course of role-playing this afternoon please note some of the safeguards that I use in working with you.

Again, keep in mind that the role-playing is a means of giving abstractions meaning. Let's take an abstraction such as "assertiveness." What does "assertiveness" mean to each of you?

*It means standing up for yourself, not backing down.*

*it means speaking out for yourself and trying to get what you want.*

*Assertiveness doesn't have to be hostile or angry. It can just mean being willing to stand your ground.*

*I think assertiveness can be pushy, pushing your ideas or your own viewpoint and it can be aggressive and sometimes done with anger.*

Note that each of you have your individual interpretation of the abstract term "assertiveness," but check yourselves as you watch the role-playing to see if your concept seems to be demonstrated in the role-playing.

[The two people to role-play described the situation as being a disagreement between customer and the person in the meat department. The role-playing demonstrated assertiveness on the part of both meat department clerk and customer. The following discussion was for the purpose of helping the observers to define what they saw and to apply clear labels (abstractions) to what they saw.]

**"Role playing gives the person an opportunity to simulate an actual experience by creating it from their old experiences."**

By means of the role-playing, there was agreement that the customer was assertive without shouting or becoming angry, but by persisting and not allowing the meat department clerk to ignore, manipulate or cheat him in the process of selling him a chicken. There was consensus about the original terms used to describe assertiveness such as standing your ground, speaking out, not backing down, etc. What was very well illustrated was that being assertive does not necessarily require getting angry, hostile or abusive.

[The role-players had the first opportunity to make their own observations and to indicate how much of the video tape they were willing to watch. This was for their own protection.]

### Use of Experience in the Course

The rule of thumb for providing experience in a course is: provide only as much experience as is needed to shed light on the abstractions. For example Lou Bohlen, who teaches Shakespearean literature, might provide students with enacting a portion of "Hamlet" and a portion of "Macbeth," for them to have the experience of reading lines getting the feel of projecting a Shakespearean character. To provide too many instances of play-acting would detract from the purpose of the course.

(Continued on next page)

# Demystifying Self-Directed Learning

*Mark Cheren is the Assistant Director of Training for the American Red Cross in Washington, D.C. He has been closely involved with non-traditional education for many years, with Campus Free College of Washington, D.C. and CAEL (Council for the Advancement of Experiential Learning). During a recent visit to the Bay Area he met with Vista's Teaching/Learning Consultants (see the February TIE-LINE). Lynn Whitmore abstracted the following article from that conference and Mark's writings.*

Most educators would agree with the philosophy that independent, self-directed learning is the positive, if long-range, goal of the learning activities that they construct and/or sponsor. Dependent learners who require lots of external structure and direction are, in a sense, immature, childish learners. Independent, self-directed learners who can decide what they want and need to learn, how they can learn best, and how their learning will be used and assessed are mature, adult learners.

Also, spokespersons from all sectors of society seem to agree that independent, self-directed learning skills overlap with the skills needed for personal development, with the entrepreneurial skills needed to create new working situations, and with the communication and organizational skills essential to citizenship in a democracy.

Unfortunately, everyone does not agree on *how* people can become more self-directed in their learning.

Some educators believe that independent learning skills are inborn skills that appear miraculously as a result of maturation and an implicit weaning process. As children and then adults have more experience in learning, naturally they will become more self-directed, more independent.

By this theory, there isn't much that can be done to accelerate this miraculous maturation process, except perhaps to remove most or all of the external structure in educational environments—an educational version of throwing a child into cold, deep water to teach him how to swim. Unfortunately, most people who are reliant on external direction and structure fail quite miserably when thrown into the cold waters of "educational freedom."

**What Skills are Involved?**

Much useful work has been accomplished in the last ten years in developing deeper understanding of the skills actually involved in self-directed learning, and how to facilitate movement in that direction by learners. Many educators and psychologists have demonstrated

**Developing independence and self-direction involves *more* of everything that contributes to a successful learning experience.**

that movement towards self-directed learning is a gradual, tangible process that does not happen miraculously and implicitly. It demands (1) the acquisition of specific skills by learners and teachers, and (2) the development of flexible transition structures that encourge learners to take ever more control of the variables associated with a learning experience.

Knowing that this process can be specified and then applied is somehow comforting, but the process itself is still poorly understood even by innovative educators, and successful practical applications are difficult to find. It *is* clear, however, that developing independence and self-direction in learners involves *more* rather than less structure, *more* pre-planning, *more* options, *more* learning resources—more of everything that contributes to a successful learning experience.

Mark Cheren: "Learning easy is learning good."
*Photo/Bob Case*

*But*, this pre-planning and structure must be flexible and responsive, so that the proportion of structure can change to more internal and less external whenever such a shift is possible with individual students or groups of students.

**The Variables of Learning Experiences**

More specifically, facilitating the transition from external direction to greater self-direction in learning involves helping the learner establish greater control over each of the following major variables associated with a learning experience:

What is to be learned, specifically and generally?

What criteria are to be used to determine that a satisfactory level of learning has been achieved?

How is the learning to be accomplished?

How is the learning to be used?

How is the learning to be shared and/or demonstrated and assessed?

How is the learning to be documented?

Both teachers and students need to acquire specific skills in order to be able to participate in this process. Students need to become more adept at assessing their objectives, skills and learning styles, and they must learn how to research, plan and then implement a learning project, using peer support and a variety of learning resources.

Teachers must also be adept at self-assessment and the research, planning and implementation of a variety of instructional strategies.

For teachers, a transitional structure that would encourage self-direction in learners would involve giving students more options of how they can learn or demonstrate their mastery of information or skills in a class.

**Have students pair up and talk about several of their previous learning experiences, focusing on *how* they learned.**

For students, knowing how they learn best, and having a choice of learning options and learning resources, will contribute to achievement and the nurturing of independent learning skills.

**Analyzing Learning Styles**

One way that both students and teachers can begin to move together towards more self-directed learning is in the definition and use of different learning and teaching styles. Finding out how students learn most *easily* and *effectively*, e.g., through listening, reading, talking, seeing, doing, with someone else, alone, is an important assessment strategy that gives students and teachers explicit information about how to organize learning activities.

Many instruments are now available that analyze learning style. These tests, when interpreted by trained professionals, can indeed be useful, but they are so complex, abstract and elaborate that they often make learners uncomfortable. They may not be the best way to introduce learners to the concept of learning style. It is easier and perhaps more appropriate to encourge students to use their own words to describe their strengths and preferences.

An informal way to identify learning style is to have students pair up and talk about several of their previous learning experiences, focusing on *how* they learned in terms of method, pace and differences according to content and objective. (*Copies of Mark's instrument for this are available from the FIPSE staff.*)

Once students and teachers know more about learning preferences, the next step is developing instructional and assessment options that suit different preferences. Often both students and teachers assume that learning should be painful, not easy, and both will resist changing their styles to make it easy. However, *this* approach assures that "learning easy is learning good!"

For more information about self-directed learning and learning styles, review the following books/papers from Vista's Teching/Learning Resource Center: *Self-Directed Learning* by Malcolm Knowles, *The Lifelong Learner* by Ron Gross, *Adult Learning Projects* by Alan Tough, or "Demystifying Self-Directed Learning" by Mark Cheren. □

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***EXPERIENCE**—continued*

which is to learn about a variety of Shakespearean literature. The instructor needs to determine how much of an experience is needed to give life and substance to concepts or specific knowledge in a particular course.

Students who are learning photography would necessarily need much time in the experience and less time in the discussion and the abstraction. For example, they would need to learn to operate the camera in order to learn the relationship between shutter speed and shutter opening and obtaining results in photographs that they wish. They would learn about artistic composition and technical qualities of using lighting by taking pictures and critiquing them. In this course it would require the relationship of 60 or 70% to 30% ration of experience to integrating the abstract knowledge. The amount, kind and extent of experience to be included in a course is an individual matter.

**Summary**

In designing a course a teacher should include learning activities which will provide an experience base that enables students to understand more clearly abstract material. By using techniques such as role-playing, a teacher can move along the Experience-Abstraction continuum to enable students to draw on their own previous experiences. □

# Innovation Abstracts

National Institute for Staff and Organizational Development
North American Consortium

Vol. I, no. 5

## FOUR CRITICAL MINUTES

Have you ever been a student in a classroom with a new teacher who came in with such a lack of confidence that you soon felt restive? Have you ever been in a conference and caught yourself looking at your watch realizing almost immediately your attention was wandering? In their book entitled Contact: The First Four Minutes, Dr. Leonard Zunin and Natalie Zunin make a convincing case for our becoming far more aware of, in control of, and sensitive to the first four minutes of any new encounter with people. Whether working with individuals or groups, the ramifications of these first minutes are seemingly endless. A teacher may possibly retain or lose students during the first four minutes of a class. If a counselor or tutor does not get past this initial threshold, the potential of direct encounter may be lost. The Zunins' research shows that four minutes is the average time during which strangers in a social situation interact before they decide to part (actually or at least mentally) or continue their encounter. The four-minute concept applies to both casual meetings and ongoing contacts--whenever the contact goal involves communication. In essence, getting through the four-minute barrier is like breaking the sound barrier. After the initial turbulence, we may anticipate smoother progress.

An awareness of four elements will increase the positive effects of these first four minutes. First, it is important to convey a certain degree of self-confidence. This means being neither self-demeaning or overly apologetic nor egocentric, but striking a confident balance. Second, the authors stress creativity, by which the mean finding appropriate ways to tune in to the feelings of others. Caring is demonstrated by listening intently, giving total attention--at least during the first four minutes. The last element, consideration, is being sensitive and aware that you are relating to other persons who are unique and who have fears, insecurities, hopes, and dreams.

When these elements are incorporated into exchanges in instructional settings, indicative behaviors initiated with students may be: (1) helping clarify or modify ideas as they are expressed, (2) responding with meaningful questions and comments, (3) using appropriate eye-contact, (4) injecting humor, and (5) smiling. When you are meeting with a group (a class, team, department, etc.), it is important that you distinguish between tuning in and initiating. Tuning in means asking questions --but tactfully, not like an inquisitor. Initiating means expressing your point of view, explaining how apt you may be at completing a particular job or describing some aspect of yourself in a positive way. In one-to-one encounters with students, there are easy-to-remember phrases that are particularly helpful if used during the first four minutes. For example, such expressions as, "May I get you a chair" or "Would you like to move closer so that you can see the paper?" tend to break down physical barriers. "Can you tell me?" openings such as "Can you tell me how you felt about doing this assignment?" or "Can you tell me something about yourself?" demonstrate your personal involvement during the first four minutes. Verbalizing nonverbal behaviors--saying something like "You are sitting there so quietly," or "Is there anything you would like to talk about?" shows that you are interested and often is a key in making contact.

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To further improve your initial contacts, whether with individuals or groups, here are eight steps you might practice:

1. Observe contact between others. How would you react to each person's behavior? You can use the four elements discussed previously like a checklist in your mind. How would you rate this encounter on each dimension?
2. Pay attention to those who seem to make contact ineptly. Invent strategies that would improve their styles. Consider for a minute your initial impressions of problem students. Do they convey these four qualitites? For many high-risk students, managing the first four minutes can be quite difficult. Feeling insecure and out of place in the teacher's world, they are anxiously trying to sense whether the teacher regards them as negatively as they regard themselves. Creating a positive first impression with these feelings requires real skill! Perhaps, by modeling positive behavior in the first four minutes and even teaching students these strategies, teachers can give students an important tool to counter negative first impressions.
3. Analyze your personal style as an initiator. Adjectives which come to mind range from tentative to affirmative to aggressive. Examining where you are on that continuum and where you'd like to be can help you determine whether or not to amend your initiating style.
4. Practice ways of making contact which are new to you. For example, many people find initiating conversation in an elevator, at a bus stop, in a line, and in other situations where contact is unusual, a good place to practice new ways of reaching out to people.
5. Change your nonverbal methods of communicating when appropriate. Look more directly at people or stand closer to them, for example.
6. Experiment with people you know well.
7. Regularly go out of your way to make new contacts. In teaching, you have frequent opportunity to practice making a first impression. Analyze your usual style of introducing a course on the first day. Can you recall classes that did not go well at all and contrast your opening gambit with that used in classes that have gone very well?
8. Begin improving initial contacts by developing and acting on a game plan that you designed yourself. What, specifically, would you like to improve in your handling of these first four minutes? How will you go about making this change?

In summary, whether in one-to-one or group situations, educators need to be able to recognize the importance of the initial few minutes spent with students, analyze the effectiveness of their personal initiating styles, and try out varying approaches.

Alberta Goodman
Associate Director for
Field Operations, NISOD

For further information

Zunin, Leonard, M.D. with Zunin, Natalie, "Contact: The First Four Minutes", Los Angles: Nash Publishing, 1972. pp. 7-73, 157-187, 201-221.

**Karen Watkins, Editor**
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# Innovation Abstracts

National Institute for Staff and Organizational Development
North American Consortium

Vol. I, no. 6

## CREATIVE USE OF SILENCE IN THE CLASSROOM

An innovative use of silence in a classroom or small group discussion can significantly affect the quality of instruction. Seven years of research, including analysis of over 900 classroom tapes, documents the value of lengthening the silence or "wait time" between a teacher's question and a student's response.

Normally, when a teacher asks a question, the average wait time she allows is one second. That means that a student must respond within that second or the teacher will jump in again and repeat, rephrase, or ask a different question. If a student does respond, the teacher then waits only 0.9 seconds before either reacting or asking a second question. The research suggests that in neither case is the wait time long enough to permit creative response.

It seems that when a student is asked a question, he must first understand what is asked, make a commitment to participate in finding the answer, and then prepare a response. If the teacher interrupts the sequence before a response is prepared, the student is frustrated and may soon become conditioned, even programmed, not to respond. If he does answer, the student tends to think in bursts, often with several second pauses between bursts. The teacher who jumps in too quickly never allows this natural thought-response process to grow.

Researchers have been able to show that this single innovation--the increased use of wait time--produces a whole cluster of positive behaviors in both instructors and students. When a teacher learns to increase the pause 3 to 5 seconds in the two types of exchanges discussed, these ten positive student behaviors result:

1. The average length of response increases;
2. The number of appropriate but unsolicited responses increases;
3. Failures to respond decrease;
4. Confidence increases (this behavior is measured by the voice inflection pattern);
5. Exchanges and reactions between students increase;
6. Speculative responses increase;
7. Student questions increase;
8. Responses of students designated as slow increase;
9. The variety of responses increases;
10. Inference patterns increase in student comments.

Teacher behaviors change in significant ways as well. Usually, when questions are asked rapid fire by the teacher, a certain discontinuity develops. Discourse is not carefully focused or sequenced and questions do not match responses. But when wait time increases, there are significantly fewer mismatches between student statements and teacher responses or reactions. Obviously, she asks fewer questions because student responses are growing, but a most interesting finding shows that there is much greater distribution in the kinds of questions a teacher asks. With

short, one second wait time, most of the questions are informational, but with a three to five second pause, a balanced distribution among informational, leading, and probing questions occurs. Finally, teachers seem to change their expectations of students they have categorized as slow. Evidence suggests that before incorporating the longer, more uniform wait times into their questioning, teachers inadvertently give good students more time to respond than poor ones. But this innovation encourages instructors to wait for poor students and often to reassess their abilities.

Should you be willing to incorporate longer wait time in classroom discussions, here are points to remember.

1. Wait time after a response is as important as before. A ripple effect in second and third exchanges will occur if wait time is increased.
2. It is not necessary to comment between each response. It may be best if the discussion does not always return to the teacher.
3. It is easy to call on quick responders in class. Proper use of wait time should make it easier to call on students who might never be quick volunteers.
4. It is not advisable to wait out a student. The research suggests that a wait of over 7 seconds does not produce more or better responses.

Here are suggestions for use of the innovation:

1. Without relying on a watch, find an easy mental way to mark off the 3 to 5 second pause. Practice until the length of pause seems reflexive to you.
2. Take time to structure your questions carefully as you begin to use the technique.
3. Practice using wait time in small groups or conference sessions when your efforts can be more concentrated.
4. Practice the technique with other teachers. Ask a colleague to observe a class or two as you begin to use wait time and give you immediate feedback.

Dr. Nancy Armes
Associate Director for Information, NISOD
University of Texas at Austin

For further information see

Rowe, Mary Budd. "Wait time and rewards as instructional variables: Their influence on language, logic, and fate control". Journal of Research in Science Teaching, Vol. 11, #2, 1974, pp. 81-94.

**Karen Watkins, Editor**
**Sept. 28, 1979, Vol. I, no. 6**

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# Innovation Abstracts

National Institute for Staff and Organizational Development
North American Consortium

Vol. II, no. 4

## VULNERABILITY IN COLLEGE TEACHING

Like so many other professions, the profession of teaching is continuously changing as new ideas and technologies are discovered. Kaoru Yamamoto suggests that this change requires a constant reexamination of ourselves and three key aspects of teaching: the matter, the manner, and the mask. He offers us a new theoretical construct--a way to see how our current practices are often inconsistent and leave us feeling ill-equipped to effectively meet all the new demands placed on us in college teaching and how we can find solutions when our frustration levels are high or our energy levels are low. In each category he identifies the central problem and offers several solutions.

### The Matter

How we conceive of college teaching can make us feel either more vulnerable or more effective. Energy draining ways that faculty may conceive of teaching are: 1) disassociated--Teachers teach and learners learn. This view sees teaching as a lonely activity, one which demands considerable strength on the part of both the teacher and the learner. 2) dispensatory--("the vending machine model"). The problem with this view is that the teacher may run out of information or feel depleted. Again, the teacher is isolated, for communication is only one way. 3) short term--concerned with fostering only observable immediate changes. Such a view lacks continuity, does not consider a student's total program and defines the matter of teaching too narrowly.

Yamamoto instead encourages faculty to conceive of learning as (1) an exchange --Faculty and students are adults with much to share. Teachers will feel less isolated and depleted if learning involves interaction. (2) an encounter--Faculty and students are then willing to respond to each other as they are. As a result, faculty members will adjust in their presentations to student feedback becoming more responsive in the process. (3) developmental--Faculty and students will be able to take the "long view" of the learning transaction and eliminate some of the immediate frustration teachers feel when students do not seem to be learning at predetermined rates.

### The Manner

The teaching environment may lock us in and make us feel less in control of our results. Consider, for instance, the constraints implicit in a standardized time frame for courses; rooms with rigid furniture arrangements; and the over-reliance on verbal communication. If we ignore the need for flexibility and spontaneity in learning and make the teacher the only one with responsibility for giving instruction, college teaching may become too stultifying, too burdensome, and too tiring.

Yamamoto advocates putting more responsibility for learning on students. Students working on their own are not inhibited by space or class bells. Students helping each other learn can take some of the pressure off teachers. He suggests that ludic or playful experiences encourage students to consider both apparent and hidden possibilities, to figure things out for themselves, or to wrestle with their own feelings. Changing the method of college teaching in these ways may make teaching less taxing and more pleasant.

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## The Mask

Regardless of the emphasis on communication in teaching, it is not likely that teachers and students reveal much of themselves to each other. Frequently, teachers are hesitant to disclose themselves freely or to interact in more than a superficial way. Perhaps they are afraid they will look silly, be rejected or misunderstood, and lose authority rather than seeming friendly or helpful.

Unfortunately historical influences which shaped American higher education have aggravated this feeling in teachers. From the English, we inherited a tradition of the intellectual and moral nurturance of the elite. From the Scottish, the notion of advanced instruction of the general public in practical subjects; and from the German universities, the notion of empirical research conducted by specialists. What has happened in America is a blend of the three. The institutional mission may be from the Scottish, the ideal conduct of the teacher from the British, yet evaluation and promotion criteria come from the German tradition! It is a rare teacher who possesses all of these skills. Most of us try to juggle the roles of tutor, craftsperson, and investigator. As a result, faculty do not have a clear image of what is meant by "college teacher."

An inevitable result of this situation is a nagging feeling of sham. When one justifies his/her capabilities as a teacher on the basis of additional qualifications, teaching itself may be demeaned. And so, we often express doubts to each other in private--doubts which undermine the critical sense of efficacy teachers must have. Some respond to this sense of vulnerability by demanding extremely high performance from students; others may spend most of their time on non-teaching duties such as research, consultation, or administration.

Yamamoto suggests that if teachers are able to remove the mask in teaching, it will be because colleges have recognized that discovery and teaching are not only different functions but also different gifts. With the exception of research of the highest quality, teaching and research should be rewarded equally. In the meantime individual teachers must strive for continued learning and growth and present themselves as authentically as possible. Yamamoto's view of effective college teaching is of teachers who conceive of teaching and learning as a complex process deserving of full professional energy, requiring constant fine tuning and sensitivity to the "other".

The special appeal of Yamamoto's notion of vulnerability is that he shows compassion for the difficulties involved in college teaching while he also invites us to view task from a different perspective to see if we can regain greater control over our teaching situation and become more effective in the process.

Ms. Karen Watkins
Editor, Innovation Abstracts

For further information see

Yamamoto, Kaoru. "Vulnerability in College Teaching", Proceedings of the 4th Annual Conference on Higher Education. Published by the College of Education, Texas Technological University, October 1977, pp. 41-56.

Karen Watkins, Editor
Feb. 8, 1980, Vol. II, no. 4

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# Innovation Abstracts

National Institute for Staff and Organizational Development
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Vol. II, no. 8 **CHOOSING LEARNING ACTIVITIES FOR GREATER IMPACT**

Every activity in use in teaching is presumed to have some influence for learning. Yet, activity selection has tended to be a by-product of other interests, rather than the central focus of a concern for design. In an attempt to inventory, describe, and differentiate the various kinds of activities used to design learning, I have identified twenty-six activities which are distinctly different, one from the other. These detailed descriptions of activities provided the basis for developing a scale of estimates of "level of experience impact."

This notion that an activity, by its very nature, has either more or less potential to influence learning of various kinds needs to be considered carefully. First of all, it is important to realize that the concept does not measure effective use of the activity. Obviously, an activity of any kind that is poorly utilized, improperly implemented, disrupted, or corrupted cannot be expected to have a positive influence on learning. However, even when an activity is utilized with reasonable procedures, skillful leadership, and appropriate conditions, only certain types of outcomes are likely to emerge. A lecture, skillfully delivered, is highly unlikely to produce new skills in listeners. A demonstration, if well organized, planned, and presented is likely to have strong impact when the process of comprehending relationships between materials and techniques is crucial to learning. Role-playing is more likely to give one a sense of spontaneous application of skills and knowledge than a writing exercise.

Estimates of Level of Impact

The critical dimension that I refer to as experience impact seems to be one that can be measured for each distinctive activity, making each one more or less appropriate for use in accomplishing objectives of different kinds. Since activities vary widely, it is not surprising that impact levels are also quite different.

Seven elements identified in research literature that I have determined contribute to experience impact are:

1. Senses Involved--Extent of involvement of the various senses called upon.
2. Multiple Interactions--Extent to which communication flow is two-way or three-way or multi-channeled.
3. Controlled Experience--Extent to which the character of the experience is under control or has structure.
4. Focus--Extent to which the experience is given a focus, has unity, and internal consistency.
5. Activeness--Extent to which the experience calls for active responses.
6. Originality--Extent to which ideas are original in content, form, or relationships.
7. Reality--Extent to which realities rather than abstractions are utilized as frames of reference.

A few highly contrasting activities will serve to illustrate how distinct differences in experience impact will appear based on these seven characteristics. Using a 3-point scale a "1" would indicate litte or no impact, a "2" would indicate some impact and a "3" much impact. If you were rating an activity's impact, the highest impact level would be twenty-one while the very lowest would be seven. To illustrate the

use of the rating scale, consider the following sample ratings for a brainstorming activity:

2 1. Senses Involved--While often a lively activity involving at least one sense extensively, brainstorming does not consistently involve all five senses.

3 2. Multiple Interactions--Since several people are generating ideas together, building on the shared ideas of their classmates, this activity involves multichanneled communication.

2 3. Controlled Experience--Brainstorming is an activity with specific guidelines which impose structure on the process (not the content) of the activity. Nevertheless, compared to many other activities, brainstorming is a less structured activity.

2 4. Focus--Brainstorming has a purpose, a desired outcome which gives it some unity, though of course it is also an activity designed to encourage divergent thinking.

3 5. Activeness--Active response is the nature of the brainstorming

3 6. Originality--Again, by definition, brainstorming requires original ideas.

2 7. Reality--This dimension will depend on the purpose of brainstorming.

Total experience impact assigned 17

## Choosing Appropriate Activities

The principle of variety provides the designer with a trustworthy if not very sophisticated way of approaching the problem of activity selection. When all is said and done, any instructional session is likely to be better with activities of a substantial variety than with activities that are very much alike. For instance, a session with activities which are all of very high impact would be exhausting and not necessarily productive. Unfortunately, the danger in applying this principle lies in selecting only for variety while ignoring the question of appropriateness. Inappropriate activities will not produce results, no matter how diverse. Nevertheless, the ratings remind us of the importance of each of these dimensions in choosing an activity. Furthermore, we can see the advantage of choosing at least one activity of high impact.

Based on observations, I have assigned experience impact ratings to a number of learning activities. A few are listed below.

| Activity | Experience Impact |
|---|---|
| (1) First-hand experience | 21 |
| (2) Guided practice | 19 |
| (3) Interviewing, problem-solving | 15 |
| (4) Interviewing, counseling | 17 |
| (5) Micro-teaching | 18 |
| (6) Role-playing, spontaneous | 16 |

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For further information

Ben M. Harris, Improving Staff Performance Through Inservice Education. Boston, Mass.: Allyn and Bacon, Inc., 1980. Chapter 2.

**Karen Watkins, Editor**
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# Innovation Abstracts

National Institute for Staff and Organizational Development
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Vol. II, no. 22 MEASURING CLASSROOM CLIMATE TO IMPROVE TEACHING EFFECTIVENESS

Much research has been conducted on how the environment influences individual behavior. Of particular interest to educators is how the classroom environment affects the behavior and performance of students.

We conducted two major studies to construct and test a measure of classroom climate. Over 400 students participated in these studies, as well as numerous instructors whose disciplines covered a wide variety of college coursework, assisted in developing a reliable and valid measure of classroom climate. In the original study, separate scales measuring ten dimensions of classroom climate were identified. In the second study, eight of those scales which met rigorous reliability standards and three different validity criteria were selected. The resulting instrument contains 38 items measuring eight distinct dimensions of the classroom environment. At present the Hitt-Thomas Inventory of Classroom Climate measures the following areas:

1. Cohesiveness. Measures the group interaction and social facilitation emphasized in the class.
2. Support. Measures the extent to which the instructor plays a supportive role by giving responsibility and providing the proper structure, guidelines, aid, and reward.
3. Constraining Structure. Measures the degree to which structure limits new ideas and generates criticism or embarrassment.
4. Affiliation. Measures gregariousness, group-centeredness, friendliness and participative associations in the classroom.
5. Ego Motivation. Measures the amount of influence and involvement in outside social and political activities.
6. Reward. Measures the amount of emphasis placed on reward using such indicators as grades and freedom in the classroom.
7. Energy. Measures the level of sustained and vigorous effort emphasized in the classroom.
8. Dominance. Measures the degree of instructor control over students. Measures a lack of student involvement and a lack of instructor sympathy and recognition.

Below are sample items from the instrument with the quality that is being measured listed in the right-hand margin. Students respond to each item using a Likert scale indicating reactions from "strongly disagree" to "strongly agree."

| ITEM | CLIMATE DIMENSION |
|---|---|
| • The instructor doesn't require your checking everything with him/her; if you think you've got the right approach, you just go ahead. | Reward |
| • Students have a good deal of respect for those who do well in this classroom. | Ego Motivation |
| • Classroom discussions are often exciting, with a lot of active student participation. | Cohesiveness |

| | |
|---|---|
| • It's very hard to get to know people in this class. | Affiliation |
| • You don't get much sympathy from the instructor in this class if you make a mistake. | Dominance |
| • There is a great deal of criticism in this class. | Constraining Structure |
| • The assignments in this class are clearly defined and logically structured. | Support |
| • The instructor demands a great deal of students. | Energy |

Much of the research suggests that no "ideal climate" exists for all learning situations. In addition, different course materials and different techniques may require different classroom climates for most effective results. A course in organizational behavior and a course in biology may require different climates to achieve the best learning experience for the student.

For most effective use of the instrument, instructors should do three things: First, they should design their class materials and techniques for each course and then decide, in advance, what they believe the ideal classroom climate should be (determining which dimension should be low and which high for each class). Once an ideal pattern is in mind, the faculty member can measure classroom climate one or two months into the semester to see if the climate is what was desired. Second, once measured, classroom climates should be compared with measures of learning used (e.g. exams, papers) to determine those climates that seem to be producing the best results for each course. Third, scores on the classroom climate dimensions for each course may be compared over time as the instructor tries new approaches, new material and makes other changes in the course. This allows the instructor to obtain feedback on the effects of those changes.

The instrument can be used in most classroom settings and is especially useful to faculty in establishing the best learning environment possible. Perhaps most unique--this measure, unlike most evaluation instruments, allows the instructor to determine the effect of a particular classroom climate in eight areas--all of which can be changed by the faculty member. Much more than a typical "happiness index," the inventory is based on dimensions of classroom environment which are known to affect student performance. Knowing the results of this measure and responding to them can make you more effective.

Michael A. Hitt, Professor
Oklahoma State University

For further information or copies of the instrument, write Michael A. Hitt, Management Department, College of Business Administration, Oklahoma State University, Stillwater, OK 74078. Also see Hitt, Michael A. and Thomas, Robert H. "The Development of An Inventory To Measure Classroom Climate," The Teaching of Organization Behavior, 2, 1976, 37-39.



Karen Watkins, Editor
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# Innovation Abstracts

National Institute for Staff and Organizational Development
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Vol. II, no. 29

## BENJAMIN BLOOM REVISITED

"Learning for Mastery" (1968), published by the distinguished educator Benjamin Bloom, professor at the University of Chicago, has been a watershed document for systematic instruction advocates. Bloom's research supported the notion that, given time and appropriate kinds of instructional assistance, most students are capable of learning whatever it is that instructors teach. Many educators jumped on the idea without really understanding what variable time and personalized instructional development meant in terms of technology and instructor training. The results were mixed. Some instructional improvement efforts produced acceptable results; most produced little, if any, improvement in the teaching-learning process.

In a recent article in the Phi Delta Kappan, Bloom discussed what he calls "alterable variables," ingredients that have been shown to produce the results that he promised in his "Learning for Mastery" position paper. The alterable variables outlined by Bloom signal a shift in the focus of educational research from variables difficult to change to those that, when applied, offer relatively easy progress--and hold out promise of improved learning for students. Bloom outlines this shift in emphasis as a movement from:

- studies of instructor and student characteristics to studies of how learning actually occurs under certain conditions;
- studies of the total learning environment to studies of selected variables such as motivation and perseverance;
- studies of what should take place in the classroom to studies that attempt to capture what is actually happening;
- studies of stable variables (e.g.--student aptitude) to studies involving variables that can actually be changed through the efforts of the instructor.

Some findings from research on these alterable variables follows.

### Time on Task

Time has been recognized as the central factor in all learning. As a result, we have focused on number of days in a school term and the number of hours of attendance. These are relatively fixed or unalterable elements. Quite in contrast to this notion is the concept of time on task. Increases in observable student time on task can be accomplished by designing curriculum materials and strategies to require student interaction--either with the materials, with the instructor, or with other students. An example would be a learning activity packet in which student responses can be recorded and evaluated. The extent to which the student is engaged in active learning can be determined through immediate or end of semester opportunities for students to recall data (testing), interviews with students, and student evaluations of instruction. The key challenge to instructors is to increase by any available means the time that students actually spend in learning.

### Intelligence vs. Entry Level Cognitive Skills

During much of this century, educators have used intelligence and aptitude tests to predict school achievement. Institutions have often used these scores as the basis for long-term decisions about students--e.g. selection, placement, and grouping.

Unfortunately, these data also often set expectations between students and instructors and may limit opportunities for further education for some students.

Intelligence and aptitude tests may be contrasted with instruments that attempt to measure cognitive characteristics. These cognitive tests measure specific knowledge, abilities, or skills that are essential prerequisites for learning a particular subject. Prior mastery of cognitive entry characteristics has a high relationship to achievement, particularly in sequential learning tasks such as math or language acquisition. According to Bloom, cognitive entry characteristics can improve dramatically; large gains in final achievement are possible when students are brought to high levels of achievement on the prerequisites for each new learning task before beginning instruction on the new task or skill.

Many colleges are now remediating poor cognitive entry skills through forced assignment to developmental programs in which students accomplish basic tasks before taking on more difficult ones. More direct remediation of cognitive skills through cognitive learning labs is also being offered by some colleges.

## Summative vs. Formative Testing

Instructors typically employ achievement tests once or twice a semester. Such summative tests serve the purpose of determining the extent to which students have mastered the objectives of a course. Once these infrequent tests are completed, the student is rarely given an opportunity to correct mistakes or to be retested on the content not mastered.

In contrast, formative tests measure the acquisition of knowledge, attitudes or skills as an integral part of the formation of learning. These tests become a part of the learning process and serve as feedback to inform students about what has been learned as well as what remains to be learned. According to Bloom's research, when feedback is provided in a coaching manner and is continued with additional time and help, most students reach a standard of excellence.

## Instructors vs. Instruction

Historically, educational research has dealt with instructor characteristics and their relation to student learning. More recently, research has centered on the qualities of instruction which have a direct causal relationship to inducing student learning.

Several qualities of instruction have proven to be effective: providing cues or clear instructions as to what is to be done and how to accomplish an assigned task; offering reinforcement or reward to students involved in the teaching/learning process; and encouraging participation in terms of active engagement of students in the learning process.

Bloom categorically states that twelve years of recent research have clearly pointed out that when the interactions of instructors and their students are altered, there is significant improvement in student learning. The implications for higher education are clear. Colleges that characterize themselves as primarily teaching-learning institutions must find ways to incorporate these research findings.

George A. Baker, Executive Director
National Institute for Staff and Organizational Development

For further information

Bloom, Benjamin S. "The New Direction in Educational Research: Alterable Variables" Phi Delta Kappan, Vol. 61, No. 6 (February, 1980), pp. 382-385.

**Karen Watkins, Editor**
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# Innovation Abstracts

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Vol. III, no. 7


## LOOKING FOR GOOD TEACHING: A GUIDE TO PEER OBSERVATION

Some of our most valuable potential resources for helping us to improve our own teaching are colleagues who share goals and experiences similar to our own. Yet comments upon our teaching made by our peers may tend to focus on our mistakes and to consist of generalities that do not deal with behavior we can do anything about, so that rather than providing the guidance we had hoped for, these comments may leave us feeling threatened, helpless, and discouraged.

This observation guide is intended to assist an observer in watching for certain kinds of behavior in order to help the teacher to build on strengths. It provides information for teachers which is *specific* so that they receive concrete information, *selective* so that they get some guidance as to appropriate directions for change, and *positive* so that they feel encouraged. The observer records actual examples to enable teachers to use their own best practices as the standards to work toward. The information that comes from the checklist is intended only for the information and use of each teacher.

The 200 items on the complete checklist were drawn from 70 books and articles about good teaching, and each represents a description of recommended classroom practice. Because there are many kinds of good teaching, there are a wide variety of behaviors listed, including some which are contradictory. The choice depends on what the teacher is trying to do. The items themselves may become a source of ideas for the teacher, suggesting new or alternative teaching practices.

Below are selected sample items dealing with lecture and discussion formats. There is also an additional set of items relating to the use of questions in the classroom.

### TEACHING THROUGH PRESENTATION

*Mechanics*

__ Moves about room
__ Varies activities over class period
__ Uses illustrative materials or teaching aids
__ Is sensitive to response of class
__ Paces delivery to students' capacity to follow
__ Notices questioners and volunteers

*Scholarship*

__ Indicates sources of knowledge
__ Shows relation of theory to practice
__ Presents facts or concepts from related fields or relates content to other knowledge areas
__ Refers to recent developments in the field

### TEACHING THROUGH INVOLVEMENT

*Preparation and conclusion*

__ Has provided for input--reading, TV or film viewing, observation, etc.--prior to discussion
__ States objectives
__ Lets students know what will be expected of them in terms of participation
__ Involves students in deciding what issues to discuss
__ Draws together contributions of various members of the group
__ Summarizes and draws new conceptualizations at end

*Involving students*

__ Uses questions to stimulate discussion
__ Prevents or terminates discussion monopolies

*Organization*

Opening

- __ Focuses student attention (by demonstration, activity, question, etc.) before launching into lecture
- __ States goals or objectives for class session

Structure

- __ Presents material in several short blocks
- __ Summarizes periodically
- __ Refers back to points made or terms used earlier

Closing

- __ Summarizes major points or sees that class does so
- __ Makes an assignment or suggests an activity which builds on day's topics, something to do or think about

*Classroom relationships*

- __ Appears interested and enthusiastic
- __ Relates lesson's goals and content to social context, course or personal goals
- __ Prompts awareness of students' relevant knowledge or experience (gives or asks for examples, refers to prior learning, etc.)
- __ Uses humor
- __ Admits unknown or wrong information
- __ Gives reasons for teaching approaches used
- __ Accepts student ideas and comments (by reflecting, clarifying, summarizing, encouraging, or praising)
- __ Provides opportunities for and encourages audience participation and questions
- __ Calls for questions in a way that does not embarrass or belittle the questioner
- __ Allows *time* for formulation of questions
- __ Checks to see if an answer is understood
- __ Helps student answer his/her own question
- __ Recognizes potential contributor and makes an opening for that person
- __ Assists a quiet student in "saying what he/she means"

*Quality of Interaction*

- __ Listens
- __ Reminds students to listen to one another
- __ When discussion is not going well, stops to deal directly with group processes
- __ Helps student to accept correction or appropriate criticism
- __ Encourages students to acknowledge comments of others by summarizing them
- __ Allows time for evaluation of the discussion itself
- __ When necessary to intervene, does so briefly

*Quality and Content of Discussion*

- __ Introduces relevant considerations that have been missed
- __ Questions misconceptions, faulty logic, unwarranted conclusions
- __ Distinguishes a value from a fact
- __ Requires student to defend a position, relate it to other ideas, or modify it
- __ Points out areas of confusion
- __ Intervenes when discussion gets off the track
- __ Uses questions to guide discussion
- __ Summarizes discussion periodically
- __ Encourages expression of differences of opinion
- __ Supports the rights of speakers who hold minority or unpopular views
- __ Refrains from introducing own opinions which bias discussion
- __ Presents opinions to enhance seriousness of discussion

Barbara Helling
Coordinator, Teaching/Learning Center

A complete copy of the checklist may be obtained from Dr. Barbara B. Helling, Teaching/ Learning Center, St. Olaf College, Northfield, MN 55057. Please enclose a self-addressed, stamped envelope.

Karen Watkins, Editor
March 6, 1981, Vol. III, no. 7

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